DOCUMENT RESUME

ED 121 206 HE 007 656

TITLE	Twelfth Annual Report and Recommendations of the Maryland Council for Higher Education.
INSTITUTION	Maryland Council for Higher Education, Annapolis.
PUB DATE	76
NOTE	114p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS	Administration; *Annual Reports; *Educational Finance; Enrollment Rate; Equal Education; Facilities; *Higher Education; Post Secondary Education; State Aid; *State Boards of Education; *Statewide Planning; Tables (Data); Trend Analysis
IDENTIFIERS	*Maryland

ABSTRACT

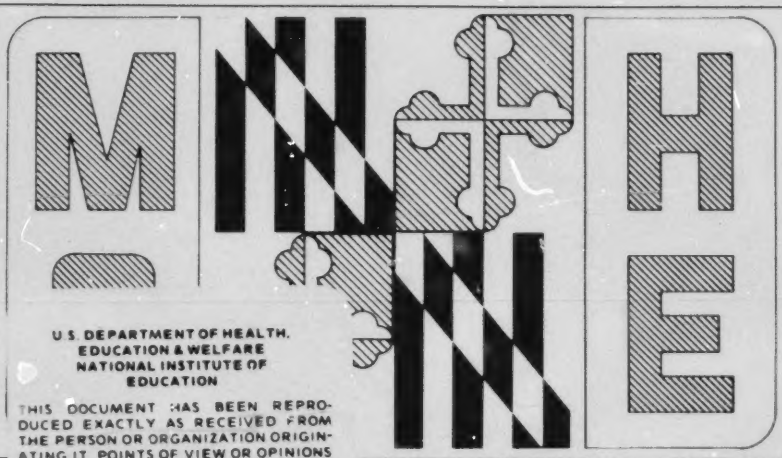
This twelfth annual report of the Maryland Council for Higher Education reports on its activities, the progress and results of studies undertaken in 1975, and recommendations for the improvement of higher education in the state. During the past year, the Council completed a study on veterinary medical education and currently has in progress studies on optometric education, legal education, criteria for designating an institution as a university, institutional satellite programs, and a comprehensive study of financing higher education. The Council also has completed the desegregation of the public postsecondary institutions in the state. Recommendations are presented relative to the structure and governance of higher education. The Council recommends that the level of state support for higher education in Maryland needs to be increased but also asks the institutions to bring about every economy possible without jeopardizing quality in order to cut costs. (Author/KE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121206

ANNUAL REPORT AND RECOMMENDATIONS

To His Excellency, THE GOVERNOR
AND THE GENERAL ASSEMBLY OF THE STATE OF MARYLAND



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

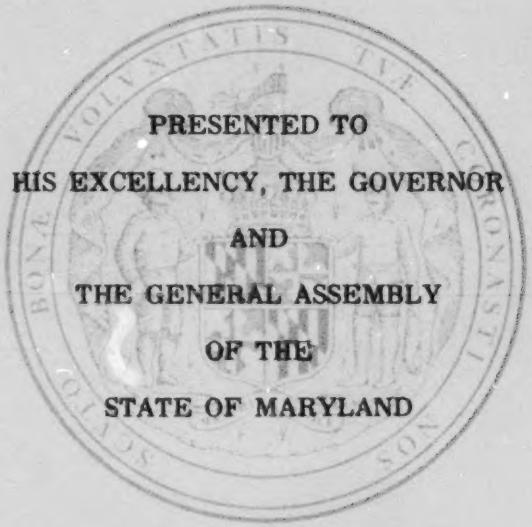
MARYLAND COUNCIL for HIGHER EDUCATION

2

ANNAPOLIS, 1976

HE 007 656

TWELFTH ANNUAL REPORT
AND RECOMMENDATIONS
OF THE
MARYLAND COUNCIL FOR HIGHER EDUCATION



PRESENTED TO
HIS EXCELLENCY, THE GOVERNOR
AND
THE GENERAL ASSEMBLY
OF THE
STATE OF MARYLAND

1976
ANNAPOLIS, MARYLAND

STATE OF MARYLAND

MARYLAND COUNCIL FOR HIGHER EDUCATION

HARRY K. WELLS
Chairman

DON R. KENDALL
Vice Chairman

MRS. GERTRUDE H. CRIST
Secretary

WILLIAM P. CHAFFINCH
MRS. THELMA B. COX
DR. R. LEE HORNBAKE
EDMUND C. MESTER
PHILIP PEAR
AUSTIN PENN
JOSEPH A. SELLINGER, S.J.
JACK TOLBERT
DR. HENRY C. WELCOME
ELLERY B. WOODWORTH

.....

DR. SHELDON H. KNORR
EXECUTIVE DIRECTOR

PROFESSIONAL STAFF

DR. SHELDON H. KNORR
Executive Director

DR. MONTE P. SHEPLER
Associate Executive Director

DR. GLENWOOD C. BROOKS, JR.
Chief, Equal Postsecondary Education

DR. REYNOLDS FERRANTE
Chief, Federal-State Relations

JOHN E. CLAYTON
Higher Education Systems Planning

DR. STEPHEN R. HAMPLE
Higher Education Research

DOROTHY L. HOMEWOOD
Equal Postsecondary Education

RODNEY G. HURLEY
Higher Education Master Planning

JOAN LEWIS KINZER
Equal Postsecondary Education

K. G. ROBINSON
Higher Education Facilities

ROBERT CHESTER ROGERS
Higher Education Finance

DR. JOHN A. SABATINI, JR.
Higher Education Special Studies

EUGENE STANLEY
Higher Education Interstate and
Inter-Institutional Relations

DR. HENRY F. VOLLMER
Higher Education Academic Planning

The Honorable Marvin Mandel
Governor
State of Maryland
Executive Department
Annapolis, Maryland 21401

Dear Governor Mandel:

In accordance with the provisions of the laws of Maryland, the Maryland Council for Higher Education has the honor to present to you and the General Assembly its twelfth Annual Report. Included in this document is the report of the Council's activities, the progress and results of studies undertaken or completed this year, and recommendations for the improvement of higher education in the State.

During the past year, the Council completed a study on veterinary medical education and currently has in progress studies on optometric education, legal education, utilization of Tome Hill School, criteria for designating an institution as a university, institutional satellite programs, and a comprehensive study of financing higher education. The Council also has completed the first full year of implementing the Plan for completing the desegregation of the public postsecondary institutions in the State.

The recommendations presented by the Rosenberg Commission relative to the structure and governance of higher education have been studied and analyzed. The Council agrees that changes are necessary to improve coordination of higher education in Maryland. However, we feel that the changes can be made within the framework of the present tripartite structure rather than through the creation of a central controlling agency with additional layers of bureaucracy. The Council's recommendations for the necessary improvements are presented in Chapter One.

The Council believes that the level of State support for higher education in Maryland needs to be increased. In recent years the proportion of operating expenses paid by the students in our four year institutions has increased significantly, while the proportion of State support has decreased. The result is that the level of tuition and fees charged to Maryland students is high when compared to comparable costs in other states. While gains have been made in recent years in the level of faculty salaries, the goal of 75th percentile for faculty salaries in comparable institutions has not yet been reached. Inflation in the cost of goods and services that higher education must purchase in order to operate has made a serious financial problem in our colleges a critical one. The Council asks the institutions to institute every economy possible without jeopardizing quality in order to cut costs; it further asks the State to provide the additional dollars necessary to permit these institutions to provide high quality postsecondary education to the citizens of the State.

Respectfully yours,

HARRY K. WELLS
Chairman

TABLE OF CONTENTS

Council Membership

Letter Of Transmittal To The Governor

Foreword i

CHAPTER I—RECOMMENDATIONS

1. Recommendations To Improve The Structure And Governance Of Postsecondary Education 1-1
2. Recommendations Relating to Desegregation 1-7
3. Facility Recommendation 1-8
4. Recommendations Relating To Veterinary Medicine 1-12
5. Reform Of Student Financial Aid 1-15
6. Student Access To Designated "Statewide Programs" In Community Colleges 1-16
7. Student Access To Designated Out-Of-County Programs In Community Colleges 1-17
8. Faculty Salaries 1-17

Fiscal Notes Relating to MCHE Recommendations 1-18

CHAPTER II—STATUS OF MARYLAND HIGHER EDUCATION/TRENDS REVEALED BY DATA 2-1

1. Enrollments 2-1
   - Total Headcount Enrollment By Segment 2-4
   - Enrollment By Sex And Attendance Status 2-5
   - Enrollment By Level And Attendance Status 2-6
2. Plans Of High School Seniors 2-7
   - Percentage Of Seniors Planning To Attend College (Both In And Out-Of-State) 2-8
   - Percentage Of Seniors Planning To Attend Maryland Colleges 2-8
   - Percentage Of Seniors Planning To Attend Out-Of-State Colleges 2-8
3. Changes In Degrees Awarded By Field 2-9
   - Changes In Degrees Awarded By Field (Associate Degrees) 2-11
   - Changes In Degrees Awarded By Field (Bachelor's Degrees) 2-12
   - Changes In Degrees Awarded By Field (Master's Degrees) 2-13
   - Changes In Degrees Awarded By Field (Doctoral Degrees) 2-14
   - Changes In Degrees Awarded By Field (First Professional Degrees) 2-15
4. Facilities 2-16
   - Facilities — Community Colleges 2-16
   - Facilities — Public Four-Year Colleges & Universities 2-17
   - Facilities — University of Maryland 2-18
   - Facilities — University Of Maryland At Baltimore 2-18
   - Facilities — University Of Maryland-Baltimore County 2-19
   - Facilities — University Of Maryland-College Park 2-19
   - Facilities — University Of Maryland-Eastern Shore 2-20
5. Finances 2-24
   - Student Charges 2-24
   - Yearly In-State Tuition And Required Fees For Full-Time Undergraduate Students Enrolled At Public Colleges And Universities 2-25
   - Budget Growth And General Fund Expenditures 2-26
6. Summary 2-31

CHAPTER III—STATISTICS 3-1

1. Enrollment at Maryland Colleges & Universities for Fall 1975 and Percentage Increase over 1974 3-3
2. Rank Order of Full-Time Undergraduate Resident Tuition and Required Fees for Maryland Public Institutions, 1975-76 3-5

3. Appropriations for Public Education Showing Allocation for Higher Education Operating Purposes for Fiscal Year 1976 with Percentage Increase over Original Appropriation FY 1975 3-6
4. Number of Certificates Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 3-7
5. Number of Associate Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 3-8
6. Number of Bachelor's Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1975 and June 30, 1975 3-9
7. Number of Master's Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 3-10
8. Number of First Professional Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 3-11
9. Number of Doctorate Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 3-11
10. Number of Bachelor's Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 by Major Field of Study, by Segment 3-12
11. Number of Master's Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 by Major Field of Study, by Segment 3-13
12. Number of Doctorate Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 by Major Field of Study, by Segment 3-14
13. Number of First Professional Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 by Major Field of Study, by Segment 3-15

CHAPTER IV — COORDINATING AND MONITORING OF THE STATE'S PUBLIC HIGHER EDUCATION DESEGREGATION PLAN

1. Status Of The State's Desegregation Efforts 4-1
Student Composition — Undergraduates 4-1
Student Composition — Graduates 4-1
Recruitment 4-1
Retention 4-2
Financial Aid 4-3
Employment Composition 4-4
Program Cooperation 4-4
2. Specific Council Activities Related To Desegregation In 1975 4-5
Desegregation Committee 4-5
Monitoring Visits To Institutions With Representatives Of The Office For Civil Rights 4-5
Consultation Visits For Institutional Midyear Status Reports 4-5
Reconciliation Of Federal Reporting Forms And Requirements With State Procedures 4-5
Desegregation And HEGIS Reporting Seminar 4-6
Proposed Statewide Desegregation Programs 4-6
Review Of Proposed New Academic Degree Programs And Facilities 4-6
Evaluation Of Functions And Activities Of The Maryland State Scholarship Board And The Maryland Higher Education Loan Corporation 4-7
Desegregation Impact Studies 4-7
Meetings With Representatives Of Minority Organizations 4-7
Counseling And Recruitment Brochure 4-7
Central Placement Bureau For Faculty And Administrators 4-7
Affirmative Action 4-8

Study Of Title IX Of The Education Amendments of 1972 ... 4-8
3. Official Desegregation Reports ... 4-8
4. Activities Planned In 1976 ... 4-9
Maryland's Position Regarding The Office For Civil Rights Charge Of Non-Compliance ... 4-9
5. Conclusion ... 4-9

CHAPTER V – COUNCIL ACTIVITIES ... 5-1

1. Reorganization Of Council Committee Structure ... 5-1
2. Studies Completed ... 5-3
Veterinary Medicine Study ... 5-3
Survey Of Graduate Teaching Assistants ... 5-5
Faculty Workload ... 5-5
Career Education in the Proprietary Schools ... 5-6
3. Studies In Progress Or Planned ... 5-7
Tome Hill ... 5-7
Legal Education In Maryland ... 5-7
Optometric Education ... 5-8
Patterns Of Academic Success (PASS) ... 5-9
Financing Higher Education ... 5-9
"Satellite" Program Offerings ... 5-10
4. Academic Program Related Activities ... 5-10
Programs Approved Or Endorsed During 1975 ... 5-11
Allied Health Manpower Committee ... 5-14
5. Facilities Related Activities
Space Projection Guidelines ... 5-15
Facilities Inventories And Management ... 5-15
6. Information Systems Related Activities ... 5-16
Merger Of Higher Education General Information Systems (HEGIS) ... 5-16
National Center For Higher Education Management Systems (NCHEMS) ... 5-16
State Postsecondary Education Planning Model (SPEPM) ... 5-17
Information Services ... 5-17
7. 1202 Commission Activities ... 5-18
8. Executive Management Projects ... 5-19
The Executive Master Plan for Public Higher Education in Maryland ... 5-19
Program Evaluation Report For The Executive Master Planning Process ... 5-21
9. Academic Common Market ... 5-21
10. State Aid To Nonpublic Institutions Of Higher Education ... 5-23
Eligibility ... 5-23
Determination Of Amount ... 5-23
Criteria And Procedures ... 5-24
11. Enrollment Projection Task Force ... 5-24
12. Federal-State Relations ... 5-25
13. Articulation ... 5-26

1975 COUNCIL PUBLICATIONS ... 5-27

LIST OF TABLES

TABLE		PAGE
2-1	Total Headcount Enrollment By Segment	2-3
2-2	Enrollment By Sex And Attendance Status	2-4
2-3	Enrollment By Level And Attendance Status	2-5
2-4	Percentage Of Seniors Planning To Attend College (Both In And Out-Of-State)	2-6
2-5	Percentage Of Seniors Planning To Attend Maryland Colleges	2-6
2-6	Percentage Of Seniors Planning To Attend Out-Of-State Colleges	2-6
2-7	Changes In Degrees Awarded By Field (Associate Degrees)	2-9
2-8	Changes In Degrees Awarded By Field (Bachelor's Degrees)	2-9
2-9	Changes In Degrees Awarded By Field (Master's Degrees)	2-10
2-10	Changes In Degrees Awarded By Field (Doctoral Degrees)	2-11
2-11	Changes In Degrees Awarded By Field (First Professional Degree)	2-11
2-12	Community College Existing Facilities and Projected Growth 1972-1977	2-16
2-13	Public Four Year Colleges and Universities Existing Academic and Supporting Facilities	2-17
2-14	University of Maryland Existing Academic and Supporting Facilities	2-18
2-15	Yearly In-State Tuition And Required Fees For Full-Time Undergraduate Students Enrolled At Public Colleges and Universities	2-20
2-16	Expenditures of Funds by Source For the Public Segments of Higher Education	2-24
3-1	Enrollment at Maryland Colleges & Universities for Fall 1975 and Percentage Increase Over 1974	3-2
3-2	Rank Order of Full-Time Undergraduate Resident Tuition and Required Fees for Maryland Public Institutions, 1975-76	3-4
3-3	Appropriations for Public Education Showing Allocation for Higher Education Operating Purposes for Fiscal Year 1976	3-5
3-4	Number of Certificates Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975	3-6
3-5	Number of Associate Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1975 and June 30, 1975	3-7
3-6	Number of Bachelor's Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975	3-8
3-7	Number of Master's Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975	3-9
3-8	Number of First Professional Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1975 and June 30, 1975	3-10
3-9	Number of Doctorate Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1975 and June 30, 1975	3-10
3-10	Number of Bachelor's Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 by Major Field of Study, by Segment	3-11
3-11	Number of Master's Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 by Major Field of Study, by Segment	3-12
3-12	Number of Doctorate Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 by Major Field of Study, by Segment	3-13
3-13	Number of First Professional Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1974 and June 30, 1975 by Major Field of Study, by Segment	3-13
4-1	Trends in Racial Composition of Full-Time Undergraduate Students, 1970-74 and 1980 Projected Ranges	4-10
4-2	Trends in Racial Composition of Full-Time Faculty, 1972-1974	4-12
5-1	State Aid To Private Colleges and Universities, F. Y. 1972 to 1976	5-19

LIST OF FIGURES

Figure		
2-1	Total Headcount Enrollment by Segment	2-3
2-2	Enrollment by Sex and Attendance Status	2-4
2-3	Enrollment by Level and Attendance Status	2-5
2-4	Growth of General Fund Expenditures (Excludes Capital Expenditures)	2-23

—FOREWORD—

The condition of higher education in Maryland is mixed. Student enrollments are at an all time high, student accessibility to institutions both financially and geographically is high, and a wide diversity of programs are offered by the institutions to the citizens of the State. Financial problems, however, brought about by State funding constraints in a time of inflation in the cost of goods and services that higher education must purchase in order to operate, are creating the need for increasing student fees and cutbacks in institutional growth and program development, thereby jeopardizing the degree of student accessibility and the diversity of the institutional programs.

Enrollments in Maryland have increased substantially beyond expectation. An increase of 20,000 students this year results in a total enrollment in Maryland in excess of 200,000 students for the first time. Women, black students, and students beyond the traditional college age continue to be the significant factors in the increase. Part-time students continue to increase in large numbers and the expectation is that part-time students will be enrolled in equal numbers to full-time students within a few years.

A new Community College approved for the lower Eastern Shore represents an exciting new venture for postsecondary education in Maryland—an institution without any facilities of its own. This institution along with a proposal to develop contractual community college services for Carroll County will virtually complete the goal of having community college education available to citizens in all areas of the State. A diversity of public postsecondary education is now available, within a reasonable distance, to all Marylanders.

The financial condition of the higher education institutions, public and private, however, is not healthy and endangers many of the gains which have been achieved in educational accessibility and diversity. Charges to students have increased to make up for proportionally decreasing State support in the public sector. These increased charges will make it more difficult for students to attend—particularly on a full-time basis. Institutions are examining priorities to determine if cutbacks can be made without deteriorating the quality that now exists—the result may be that institutions will have to limit diversity in programs and services.

The financial problems of the higher education institutions have been brought about by several factors. The cost of goods and services purchased by higher education have risen at a rate higher

than the rate of general inflation; for example, between 1967 and 1974 the rate of inflation in the general economy was 43%—in higher education the rate of inflation was 60%. In other words, the institutions paid $1.60 for the same materials that cost $1.00 in 1967. The cost of fuel and utilities has more than doubled over the last three years, thereby creating a need for a greater proportion of the institutional dollar. Finally, general revenues from the State for higher education institutions have not been provided at a rate, over the last several years, which kept pace with the inflation rate, the increasing cost of fuel and utilities, the need for quality improvements, and the large increases in enrollments. As a result, even with increased charges to students, institutions find that they must reallocate resources to priority areas in an effort to operate with a balanced budget. A prolonged period of such operation will begin to substantially deteriorate the quality of the institutions.

Coordination and cooperation on a voluntary basis is at a high point in the history of higher education in Maryland. The Council and the segment boards have agreed on a set of recommendations for the structure and governance of postsecondary education which provides a viable alternative to those proposed by the Rosenberg Commission. The Council's Articulation Policy for student transfers among the public institutions has been amended to provide community college graduates increased assurance of accessibility to four year colleges. Cooperation has begun to develop between UMES and Salisbury State College with the expectation that substantial programs for action will be forthcoming. Opportunity for segmental input to Council committee deliberations has been and will continue to be provided. In short, a productive dialogue continues among the Council and the segments that further illustrates that coordination of higher education is possible without creating a single control agency.

Progress Toward Goals

Four goals for public higher education in Maryland have been identified by the Council. An assessment of the status of the State in reaching these goals points out that further actions are required to work toward achievement of each of the goals.

Access—Some of the most notable progress in achieving the goals for postsecondary education in Maryland has been made in providing for access of persons to postsecondary education. Enrollment of black students has increased from 12% of the full time undergraduates enrolled in public colleges several years ago to

18%. Women are currently enrolled in undergraduate institutions in equal numbers to men—about 100,000 each. Persons beyond the traditional college age population have returned to schools in ever increasing numbers. Public institutions now provide diverse educational programs in all areas of the State—two new institutions, one proposed in Carroll County and the other on the lower Eastern Shore complete the pattern.

A downturn in students enrolling in college the fall following high school graduation has developed over the last several years. The rate of students in this category enrolling last year was at the level that it was in 1960 (41%) after reaching a high of almost 50% in 1970. The extent to which there is a direct relationship between increasing fees and this downturn is not clear; however, that there is a relationship appears evident and is reason for concern as the financial situation becomes more critical. Recent data provided by the College Entrance Examination Board indicates that 55% of the 1975 graduating high school class taking the Scholastic Aptitude Test could not pay the full cost of attending most four year public colleges in Maryland from family resources. The State must make every effort to avoid charging fees to students which will price them out of the educational market. These efforts must not only include State appropriations, but economies wherever possible by the institutions themselves.

Diversity—In the past year, the Council for Higher Education endorsed 20 new programs in community colleges, 7 new programs in State Colleges, and one new program in the University of Maryland. All of the approved community college programs were in areas which will provide students the opportunity to move directly into occupations upon completion. Of the programs in the four year schools, seven of the eight were master's level programs.

Each of these programs was considered necessary and desirable to enhance the education opportunity available to Marylanders. However, several areas of concern arise in providing diversity in higher education through the process of approval of new programs. The first concern is that each new program adds additional cost to the total cost of higher education, and, therefore, more attention in the future must be given to priorities because of the noted financial problems; second, the potential duplication of programs which might negatively impact the desegregation effort needs critical evaluation and analysis. While proposed new programs are currently examined by the Council's Coordination and Review Committee for potential unnecessary duplication and impact upon the desegregation process, a major effort in the coming

year will be to attempt to identify the nature and extent of unnecessary duplication that may currently exist so that a plan of action may be developed to deal with identified problems.

Quality—The goal of providing quality higher education to the citizens of Maryland is intimately related to the provision of funds to operate the institutions of higher education and to priorities established by the institutional boards to operate within the funds provided. Unfortunately, methods to assess the level of quality that exists in higher education as well as the ability to measure the impact of policy decisions and funding changes on the quality are in an early stage of development. An evaluation process has begun which will address the major problem of quality measurement. However, it is realistic to assume that this is a long term effort which will require major commitments, both time and money, from all parties involved in higher education if it is to be successful. Community colleges have already begun an evaluation process of occupational programs which will help to establish a model for future developments.

The lack of a highly developed system of quality assessment at this time, however, should not be used as an excuse to delay needed actions to maintain the quality which now exists in higher education in Maryland. An important action is in providing that faculty salaries be further improved toward the goal of attainment of the 75th percentile of comparable institutions nationally, and in providing funds for soaring fixed costs. The quality of higher education in Maryland can only be as good as the quality of the faculty that the State is able to attract to its higher education institutions.

Effective Utilization—The fourth goal for higher education in Maryland is to provide for a system of institutions which effectively utilizes all the educational resources that are available. The major efforts of the higher education community in the last year in this regard have been in the development of a comprehensive planning process whereby each of the segment boards develops in concert with the Council a five and a ten year plan for each institution under its control. This plan analyzes student enrollment, program needs, condition of facilities, capacity of facilities, and other resources in an effort to provide that the proper balance of each will be developed for each institution. This effort contributes towards planned student enrollment distribution for the State, a planned program development, and planned construction program for each institution. The problem of having more than one space or more than one set of resources for a given student is thus

addressed directly. The initial efforts of this program have been encouraging; additional work is currently progressing which will lead to a comprehensive higher education plan.

Areas of Concern

The Maryland Council for Higher Education has identified three areas of concern which need immediate attention and form the basis for proposed action to further develop higher education in Maryland—structure and governance, the economic crisis in higher education, and the legal issues relating to higher education.

Structure and Governance—The Governor's Study Commission on Structure and Governance of Education for Maryland (The Rosenberg Commission) has presented its recommendations for the structure and governance for all of education. These recommendations will be considered for action in the 1976 Legislative session.

The Council has given considerable time and effort to a study of these recommendations and feels that there are a number of recommended changes for postsecondary education that it can support. Certainly, agreement with the objectives for higher education stated in the Report is shared by the Council. However, there are several critical recommendations in the Rosenberg Commission Report that the Council cannot support.

The Council agrees that there is need for formal lines of communication between higher education and the Governor; increased lay participation in higher education policy and decision making; and a strengthened central agency for higher education with carefully defined coordinating powers.

The Council, however, is diametrically opposed to dismantling the tripartite structure through elimination of existing segment boards and the establishment of separate institutional governing boards; creating a Joint Board of Education with its own Chairman, separate and apart in structure and responsibility from the two major divisions of education; and the establishment of a single central board controlling higher education.

The problems that were recognized by the Rosenberg Commission existing for higher education can be addressed and corrected within the present structure by giving to the Council for Higher Education responsibility for the final approval of major new programs; annual approval of long range plans which set the parameters for growth; the accreditation function for postsecondary education now performed by the State Board of Education; and an

accountability evaluation of public postsecondary education to be accomplished in cooperation with segment boards to determine the degree to which expenditures accomplish segmental and state objectives.

A most important improvement in higher education structure and governance would be a revision of the existing State budget process which would allow for the Council to recommend to the Governor a set of statewide postsecondary education priorities based on analysis of conditions and segmental plans, with subsequent allocation of funds to the Boards of institutions by the Governor. Operating budgets would be prepared for each institution by its Governing Board; the Legislature would appropriate funds; the institutions would expend the funds in approved categories without further external controls except in the case of transfer of funds among programs; and two evaluations would be performed, one by the Legislative auditor to determine proper fiscal management, and one by the Council and the segment boards to determine the degree to which State and segmental objectives are met.

With relatively little overall change in the current system of higher education, the Governor and the Legislature can create the Maryland Council for Higher Education and the tripartite structure as an effective and efficient coordinated system of higher education. The necessary changes can be accomplished with less disruption, less controversy, and greater speed by evolutionary rather than revolutionary changes. The Council as well as all of higher education would strongly support such efforts.

Economic Crisis—The State this year is appropriating approximately $207 million dollars of general fund money to operate its system of higher education. The trend over the last several years has been for the State to provide a decreasing share of the total funds necessary to operate the institutions. This decreasing share by the State has resulted in an increasing cost to the students in the form of tuition and fees. A major concern in this changing proportion of institutional support is that the cost to the student not become sufficiently high so that the student is unable to attend postsecondary education.

Increasing student charges should result in the State providing additional funds in the form of financial assistance to offset the burden placed on those students unable to afford the increase. Such additional financial aid has not been forthcoming, however, and the additional financial burden has been one that has been placed on the students and their families.

It is likely that the cost of providing higher education will experience further increases. This is due primarily to the inflationary increase which has hit the general economy but has particularly hit the goods and services that higher education must purchase in order to operate. The result will be that, if the allocation of State funds to the institutions of higher education does not keep pace at a minimum with the inflationary increase, one of two things must occur: the quality of the offerings must suffer, or the cost to the students must increase.

The Council has appointed a special committee to study the financial problems of higher education and it is anticipated that recommendations to deal with the problems will be made to the Governor and Legislature in the summer of 1976. While this study is progressing, the State should make every effort to support higher education at the level necessary to make faculty salaries competitive and so students can attend institutions without additional undue financial burdens.

Legal Issues—The first full year of the State's effort to complete the desegregation of its public postsecondary education institutions has resulted in substantial activity in establishing the data system for program evaluation, establishing the mechanisms necessary to implement the programs, and clarifying the working relationships between the Federal Office for Civil Rights and the State. The majority of the institutions have progressed toward improving the racial mix of their undergraduate students; however, substantial progress remains to be accomplished in further improving the racial balance of full-time graduate students and the racial balance of faculty and administrative staff, particularly in the predominantly white institutions. The Council has proposed a program of action to deal with the areas where substantial progress remains to be made, as well as to strengthen areas where significant progress has already been noted.

A possible situation comparable to the history of the desegregation effort in higher education may be on the horizon with regard to the involvement of women in higher education. This situation is brought about by the recently approved Federal Title IX regulations. The Council has begun a system of data collection which will provide base line information on women in higher education both from the standpoint of student enrollment, and faculty and staff participation. The Council, also, will act as a repository for information relating to the institutional efforts to further involve women, and other relevant information from institutions and agencies.

CHAPTER I
RECOMMENDATIONS

1. RECOMMENDATIONS TO IMPROVE THE STRUCTURE AND GOVERNANCE OF POSTSECONDARY EDUCATION

The essential thrust of the Rosenberg Commission was to recommend a structure that would incorporate the means for the most effective and efficient governance of education and to support its recommendations with appropriate rationale.

The Maryland Council for Higher Education has reviewed the work of the Commission and concurs with many of the objectives in the report but disagrees with the methodology developed by the Commission for addressing some of the present system's weaknesses. (The complete Council response to the Commission's report is available upon request from the Council.)

Agreement with Commission Objectives and Premises

The Maryland Council concurs with the statements by which the Commission endeavors to delineate the general objectives and premises for action of education and of postsecondary education in particular. The January 1966 *Supplement of the Report of the State of Maryland Advisory Council for Higher Education,* a publication which spells out the respective role and scope of the University of Maryland, the State Colleges, the Community-Junior Colleges and the Private Colleges and Universities is replete with statements of objectives for higher education which are echoed in the Rosenberg Report. In more specific terms, that is, insofar as stated objectives relate more directly to the outcomes of an established or proposed structure and governance system, the MCHE can agree on such basics as:

> Individual and public purposes must always be upper-most in the minds and activities of . . . bodies and organizations to which educational governance is entrusted.
>
> Even though political leaders make significant decisions affecting both the quantity and quality of education provided, partisan political involvement in the operation of education must be avoided.
>
> Operational controls of institutions of higher education are to be retained at the institutional level. Further, the broad involvement of parents, students, and the general public in educational policymaking . . . should be continued.

One of the first tasks of educational structure is to more completely and adequately determine the citizens needs and desires for education.

Policymaking leadership for education should rest with informed and well chosen lay individuals who can best represent the vast and diverse needs of citizens.

The methods of selecting laymen for policymaking roles in education should guarantee that capable and qualified persons be chosen.

The relationships of nonpublic education to the public domain are important and purposeful.

The State continuously must guard against usurping a greater degree of control than necessary to assure that provision is made for the rights, responsibilities, and opportunities of all individuals. Also, the closeness of education to the people deems it necessary to guard against professional domination.

Disagreement with Commission's Proposed Structure

It appears that the Commission has proposed a series of recommendations specifying considerable change in structure and governance for higher education without consideration of the true potential of the existing tripartite system. The Report does not contain any evidence whatsoever that the Commission evaluated the present mechanism and found it totally wanting or wholly incapable of being adjusted to perform more efficiently and effectively whatever the State and its citizens desire to have done in postsecondary education.

The Commission states that the tripartite structure. ". . . was a response to the State's need to oversee the development of postsecondary education. However, it was only an initial step which now has been demonstrated to be ineffective to meet current conditions and projected needs." The Report provides no evidence that the tripartite system "now has been demonstrated to be ineffective." Even though the tripartite system has been in existence for only a dozen years its operation has been characterized by continuing efforts toward improvement in its function and structure. This system has manifested an inherent capability and willingness to strengthen whatever weaknesses may occur in higher education. The present system of State Colleges, Community Colleges and the University, with the Maryland Council for Higher Education as the coordinating agency, is the more desirable structure for higher education with institutions having similar objectives and programs

grouped together than one which potentially creates some twenty-five separate institutions.

The Maryland Council for Higher Education believes implementation of the following recommendations will eliminate weaknesses in the present system of structure and governance of higher education, while at the same time continuing a system which will be responsive to the needs of the State in the future in the most economic and effective manner.

The objectives cited on the preceding pages can be accomplished with less disruption, less controversy and greater speed by evolutionary rather than revolutionary changes in all structure and governance. *With Executive support, the Legislature, with relatively little overall change in the current system, can create the Maryland Council and the tripartite system as "a structural pattern in which responsibility and authority can be quickly and firmly placed and readily accepted."*

The following recommendations relate to the structure and governance of postsecondary education.

Duties and Responsibilities

(1) ON THE RECOMMENDATION OF THE APPROPRIATE SEGMENT BOARD REVIEW AND APPROVE ALL NEW DEGREE PROGRAMS IN PUBLIC INSTITUTIONS WHICH ARE IN FIELDS OF STUDY NOT CURRENTLY OFFERED BY THE INSTITUTIONS, (E.G., MAJOR HIGHER EDUCATION GENERAL INFORMATION SURVEY (HEGIS) TAXONOMY CATEGORIES), OR AT A LEVEL (E.G., BACHELORS, MASTERS, FIRST PROFESSIONAL, DOCTORAL), NOT CURRENTLY OFFERED BY THE INSTITUTION.

REVIEW BY THE COUNCIL OF NEW DEGREE PROGRAMS IN FIELDS OR LEVELS CURRENTLY OFFERED BY THE INSTITUTION SHOULD BE IN TERMS OF APPPROPRIATENESS TO ROLE AND SCOPE OF THE INSTITUTION, AND CONSISTENCY WITH THE LONG RANGE PLAN; FINAL APPROVAL IN THESE CASES WOULD BE GIVEN BY THE SEGMENT BOARD.

(2) ANNUALLY REVIEW AND APPROVE IN CONSULTATION WITH THE APPROPRIATE SEGMENT BOARDS, A LONG RANGE (5-10 YEARS) PLAN FOR

EACH PUBLIC SEGMENT OF HIGHER EDUCATION. THE PLAN WOULD BE DEVELOPED WITHIN A FORMAT, SCHEDULE AND GUIDELINES JOINTLY DEVELOPED BY THE MARYLAND COUNCIL FOR HIGHER EDUCATION AND THE SEGMENT BOARD. THE APPROVAL WOULD BE GIVEN ON THE BASIS OF PLANNED GOALS, OBJECTIVES, PROJECTED ENROLLMENTS, AND PROGRAM AREAS TO BE DEVELOPED OR ELIMINATED.

(3) REVIEW AND APPROVE ALL POSTSECONDARY CURRICULA OFFERED BY INSTITUTIONS NOT NOW APPROVED BY THE COUNCIL TO OFFER SUCH PROGRAMS IN MARYLAND.

(4) PERFORM THE ACCREDITATION FUNCTION FOR POSTSECONDARY EDUCATION NOW PERFORMED BY THE STATE BOARD OF EDUCATION. REGIONAL ACCREDITATION IS RECOGNIZED AS SUFFICIENT EVIDENCE FOR STATE ACCREDITATION. A REPRESENTATIVE OF THE MARYLAND COUNCIL FOR HIGHER EDUCATION AND A REPRESENTATIVE OF THE APPROPRIATE SEGMENT BOARD WILL ACCOMPANY THE REGIONAL ACCREDITATION TEAM ON EACH OF ITS ACCREDITATION OR REACCREDITATION VISITS.

(5) ANNUALLY RECOMMEND THE AMOUNT OF FUNDS NECESSARY TO ASSURE AN ADEQUATE STATE STUDENT FINANCIAL ASSISTANCE PROGRAM.

(6) ADMINISTER FEDERAL FUNDS PROVIDED TO THE STATE FOR POSTSECONDARY EDUCATION PURPOSES.

(7) DEVELOP AND COORDINATE WITH THE PUBLIC SEGMENTS OF HIGHER EDUCATION AN ANNUAL EVALUATION OF PUBLIC POSTSECONDARY EDUCATION TO DETERMINE THE DEGREE TO WHICH EXPENDITURES ACCOMPLISHED SEGMENTAL AND STATE OBJECTIVES.

(8) ESTABLISH A STANDING COMMITTEE WITH REPRESENTATIVES OF THE STATE BOARD OF EDUCATION, THE SEGMENT BOARDS AND OTHERS TO RECOMMEND ON THE ARTICULATION OF ELE-

MENTARY-SECONDARY AND POSTSECONDARY EDUCATION. THIS COMMITTEE MUST SUBMIT AN ANNUAL REPORT AND RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION, AND THE MARYLAND COUNCIL FOR HIGHER EDUCATION.

Membership

THE MEMBERSHIP OF THE MARYLAND COUNCIL FOR HIGHER EDUCATION SHOULD BE INCREASED FROM THE PRESENT 13 MEMBERS TO ADD TWO ADDITIONAL LAY MEMBERS — MAKING A TOTAL MEMBERSHIP OF 15 PERSONS. THE GOVERNOR IN MAKING HIS APPOINTMENTS TO THE COUNCIL SHOULD BE GUIDED BY THE PRINCIPLE THAT ALL AREAS OF THE STATE BE REPRESENTED. THE INCREASE IN COUNCIL MEMBERSHIP WOULD SERVE TWO PURPOSES. ONE, IT WOULD PROVIDE FOR A GREATER PROPORTION OF LAY PERSON TO SEGMENTAL REPRESENTATION IN COUNCIL DELIBERATIONS: TWO, IT WOULD MAKE AVAILABLE MORE LAY PERSONS FOR THE NECESSARY COMMITTEE WORK OF THE COUNCIL. AS A RESULT OF ITS OWN EXPERIENCE OVER THE YEARS, THE COUNCIL SEES THE NEED TO CONTINUE SEGMENT REPRESENTATION BECAUSE OF THE EVIDENT BENEFITS THAT HAVE BEEN REALIZED THROUGH THE EXISTENCE AND FUNCTIONING OF THIS ARRANGEMENT.

Relationship to the Governor

We believe the best interests of the State would be served if the Governor were to meet in formal sessions on two or more occasions per year with the Chairman and Executive Director of the Maryland Council for Higher Education, accompanied by the corresponding officers of the five governing boards — the Board of Regents of the University of Maryland, the Board of Trustees of the State Colleges, the State Board for Community Colleges, the Board of Trustees of St. Mary's College of Maryland, and the Board of Trustees of Morgan State University — and the corresponding officers of the Maryland Independent College and University Association. It would be desirable to have the Governor invite the Executive Director of the Maryland Council for Higher Education to sit in on his cabinet meeting as is presently the case with the State Superintendent of schools. These provisions should provide the needed liaison between higher education and the Governor without heavily involving higher education in politics.

The Budgetary Process

The Council annually reviews the budgets of public colleges and universities and makes recommendations as appropriate. Inasmuch as the Annotated Code places responsibility for budget approval with the respective governing boards, the Council assumes the position of approving all plans for physical and fiscal resources rather than the budgets of individual institutions.

Approval of community college budgets is a statutory function of the respective colleges' governing boards. Some colleges are governed by the local board of education whereas others have separate boards. It should also be noted that the State funds a maximum of 50-55% of the established level of operating support for community colleges; the county and the student fees comprise the balance. In some instances, the county's share may be equal to or greater than the State share.

The Rosenberg Commission decries unreasonable bureaucratic excesses. Imposition of the Maryland Council for Higher Education or another agency in the line of approving authorities for budgets would further unnecessarily complicate the budget process.

The Council has from time to time supported various State agencies and the Legislature in making an evaluation of the level of State support requested by and granted to institutions, but this has been done with the view of meeting broad Council objectives rather than involvement in specific budget programs or line items. The Council believes that the following proposed budget process would substantially improve the existing process without creating an undesirable education "superboard".

(1) EACH SEGMENT BOARD OF HIGHER EDUCATION AND THE BOARDS OF MORGAN STATE UNIVERSITY AND ST. MARY'S COLLEGE OF MARYLAND ANNUALLY SUBMITS LONG RANGE PLANS TO THE MARYLAND COUNCIL FOR HIGHER EDUCATION FOR ITS REVIEW AND APPROVAL.

(2) THE MARYLAND COUNCIL FOR HIGHER EDUCATION RECOMMENDS TO THE GOVERNOR A SET OF STATEWIDE POSTSECONDARY EDUCATION PRIORITIES FOR THE COMING YEAR.

(3) THE GOVERNOR, WITH THE ASSISTANCE OF THE DEPARTMENT OF BUDGET, PROVIDES EACH SEGMENT AND THE BOARDS OF MORGAN STATE UNIVERSITY AND ST. MARY'S COLLEGE OF

MARYLAND WITH AN ALLOCATION OF GENERAL FUNDS FOR THE COMING YEAR.

(4) EACH GOVERNING BOARD PREPARES AN OPERATING BUDGET TO CARRY OUT APPROVED PROGRAMS FOR EACH INSTITUTION UNDER ITS CONTROL FOR SUBMISSION BY THE GOVERNOR TO THE LEGISLATURE.

(5) THE LEGISLATURE REVIEWS AND APPROVES EACH INSTITUTIONAL BUDGET AND APPROPRIATES FUNDS TO OPERATING CATEGORIES (E.G., INSTRUCTION, ADMINISTRATION, ETC.). EXCEPT IN THE CASE OF COMMUNITY COLLEGES WHERE LOCAL POLITICAL SUBDIVISIONS APPROVE THE BUDGET AND THE STATE'S SHARE IS FIXED BY FORMULA.

(6) EACH INSTITUTION EXECUTES EXPENDITURE OF THE FUNDS TO OPERATE APPROVED PROGRAMS WITHIN THE APPROVED CATEGORIES WITHOUT FURTHER EXTERNAL CONTROLS. FUNDS WHICH ARE APPROPRIATED MUST BE EXPENDED WITHIN THE APPROVED CATEGORIES (E.G., INSTRUCTION, ADMINISTRATION, ETC.). EXPENDITURE OF APPROVED FUNDS IN OTHER CATEGORIES MUST BE APPROVED BY THE BOARD OF PUBLIC WORKS IN ACCORDANCE WITH EXISTING LAW.

(7) A POST-AUDIT IS CONDUCTED:

(a) BY THE LEGISLATIVE AUDITOR TO DETERMINE PROPER FISCAL MANAGEMENT OR IN THE CASE OF COMMUNITY COLLEGES BY AN INDEPENDENT AUDITING FIRM EMPLOYED BY THE COLLEGE.

(b) BY THE SEGMENT BOARDS IN COOPERATION WITH THE MARYLAND COUNCIL FOR HIGHER EDUCATION TO DETERMINE THE DEGREE TO WHICH SEGMENT OBJECTIVES ARE MET.

2. RECOMMENDATIONS RELATING TO DESEGREGATION

Funding of Statewide Programs

FUNDS SHOULD BE ALLOCATED TO THE MARYLAND COUNCIL FOR HIGHER EDUCATION IN ORDER TO CARRY

OUT THE OBJECTIVES OF THE MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE. THE FUNDS ARE INTENDED TO DEVELOP AND EXECUTE DESEGREGATION ACTIVITIES WHICH NEED TO BE COORDINATED AT A STATEWIDE LEVEL. THESE ACTIVITIES DO NOT DUPLICATE INSTITUTIONAL DESEGREGATION ACTIVITIES BUT RATHER ARE DESIGNED TO COMPLEMENT THE EFFORTS OF INDIVIDUAL INSTITUTIONS.

The following activities will be developed in order of priority:

A. *Minority/Other Race Internship Program:*

Establishment of internships in the public postsecondary education institutions whereby minority and other race graduate students would be placed in responsible faculty and administrative positions in Fall, 1976. The internships would provide training for students completing their graduate studies, and would help establish a pool of eligible candidates for employment in Maryland's postsecondary institutions.

ESTIMATED COST: $180,000, 18 internships at $10,000 each beginning Fiscal Year 1977.

B. *Minority/Other Race Grants for Graduate and Professional School Students:*

Establishment of a grant program for use in the recruitment and retention of minority and other race students at Maryland's public graduate and post baccalaureate professional schools in Fall, 1976. These grants would serve to attract graduate and first professional degree students to institutions where the percentage of minority/other race students is relatively low.

ESTIMATED COST: $180,000; direct educational costs for 75 to 100 students at $1,800 to $2,400 each, per year beginning Fiscal Year 1977.

C. *Student Information Programs:*

(1) Counseling and Recruitment:

This service would provide information to students about the different kinds of postsecondary opportunities available to them. It is designed to complement the efforts of guidance counselors, to encourage more minority students to continue their education, and to encourage attendance at other race institutions.

(2) Pre-admission Visitation Program:

Establishment of a program to provide free transportation to college and university campuses for high school students who could not otherwise afford to visit the campuses. This program would allow the students to compare and contrast different institutions, and is designed to encourage enrollment at other race institutions.

(3) Financial Aid and Liaison Dissemination Program:

Establishment of a program to coordinate the dissemination of financial aids information to students, coordinate the development of standard guidelines and procedures regarding financial aid for the various State and National aid programs, and to monitor the effectiveness of financial aid programs in Maryland.

ESTIMATED COST: $17,970 to develop and partially implement in Fiscal Year 1976; $84,671 to fully implement program in Fiscal Year 1977.

D. *Employment Opportunity Programs:*

(1) Central Placement Bureau:

Establishment of a computerized repository for information on eligible candidates and employment opportunities for faculty and administrative positions in postsecondary institutions. Listings of candidates would be forwarded to the institutions annually, to assist institutions in the recruitment of minorities, women, and other race persons for employment.

(2) Faculty Exchange Program:

Establishment of a program whereby faculty members would be able to teach at other race institutions for short periods of time (e.g., semester, year). This program is designed to increase other race faculty presence at public postsecondary institutions.

ESTIMATED COST: $13,250 for development and partial execution in Fiscal Year 1976; and $19,400 for full execution in Fiscal Year 1977.

E. *Work Co-Operative Programs:*

Establishment of a program to identify various work cooperative programs at postsecondary institutions, and to explore the possibility of expanding the programs at all institutions. Work

co-op programs provide financial assistance and employment experience for students.

ESTIMATED COST: $6,400 for implementation in Fiscal Year 1977.

F. *Maryland Council for Higher Education Operating Funds*

GENERAL OPERATING FUNDS SHOULD BE ALLOCATED TO THE MARYLAND COUNCIL FOR HIGHER EDUCATION TO DEFRAY THE COSTS INCURRED BY THE DESEGREGATION PROGRAM: $49,546 IS BEING REQUESTED FOR FISCAL YEAR 1976.

During fiscal year 1975, the Council was given responsibility to coordinate the desegregation plan for the State and was allotted three additional staff positions for this purpose. However, only minimum operating funds were provided for desegregation. The Council has had to absorb publication costs, computer fees, etc. within its budget; in fiscal year 1975 operating costs related to desegregation activities comprised almost one third of the general operating funds of the Council. This has resulted in the suspension of some of the usual Council functions. Supplemental funds are therefore requested for the current fiscal year to defray the costs of the desegregation program in the amount of $49,546.

G. *Other Race Grants for Community Colleges*

ANOTHER RACE GRANT PROGRAM SHOULD BE ESTABLISHED FOR COMMUNITY COLLEGE STUDENTS, AND THAT THE STATE BOARD FOR COMMUNITY COLLEGES SHOULD COORDINATE THE PROGRAM.

At present, other race grants are not available to community colleges for use in recruiting other race students. To meet the State's desegregation objectives, the other race enrollment profile of community colleges needs to be improved. Based on 1974 data, seven of the sixteen community colleges have already reached or closely approximate their 1980 projected ranges of black student enrollment. However, nine community colleges must substantially increase the number of black enrollees if they are to reach their projected ranges. Other race grants would be a particularly useful tool in attracting students to other race community colleges, just as they have been proven useful to the State Colleges and the University of Maryland.

3. FACILITY RECOMMENDATION

THE MARYLAND COUNCIL FOR HIGHER EDUCATION IN COOPERATION WITH THE SEGMENT BOARDS SHOULD DEVELOP A PROCEDURE FOR DETERMINING THE PRIORITY FOR ALLOCATION OF THE FUNDS FOR HIGHER EDUCATION CAPITAL PROJECTS. A COMPREHENSIVE LIST SHOULD BE FORWARDED TO THE STATE DEPARTMENT OF PLANNING ANNUALLY.

The funding and development of facilities at public higher education institutions in Maryland has not necessarily been in consonance with the growth in enrollment, the priority of socio-economic need, nor the balanced development of the institutions. An analysis of the facilities inventories of colleges submitted for the U. S. Office of Education annual HIGHER EDUCATION GENERAL INFORMATION SURVEY (HEGIS) (1971) reveals that:

(a) The amount of academic and supporting space (excluding housing) at four year public colleges varies from 81 net assignable square feet (NASF) per full-time day equivalent student (FTDE) to 156 NASF/FTDE.

(b) The priorities assigned to projects by the institutions fail to recognize the relative priority of classroom, laboratory, library and similar essential instructional spaces, and improvements required for health and safety; as compared to projects such as student centers, gymnasiums, landscaping, which should be considered after the essential needs are met.

(c) There are marked imbalances within several institutions in the various types of instructional and supporting space required for current and projected enrollments. For example, some colleges have classroom space commensurate with their projected needs but laboratory space twice that required for 1980 enrollments. On the other hand, some of these same colleges have shortages in the required library space. Some imbalance is acceptable since colleges must construct space in reasonably sized projects commensurate with budgetary and other limitations. However, marked over-building adds significant maintenance and operating costs, ranging up to $200-$300 per student per year.

(d) The two year institutions range in capacity from those which have only half the required amount of space to those which have three times the required amount.

(e) The age and condition of facilities varies widely from college to college, thus the physical resources available have a direct bearing on the type and quality of educational programs and the image of the institution. This aspect of facilities has been under critical scrutiny by the U. S. Office of Civil Rights with respect to desegregation plans and programs.

In summary, it appears that there is a need for a procedure which will enable the Department of State Planning, the Department of Budget and Fiscal Planning, the Governor and the General Assembly to determine systematically the priority of need for capital projects at public higher education institutions in Maryland, and to adjust the annual appropriations accordingly. These same procedures could also be applied to capital requests for State aid from private institutions.

4. RECOMMENDATIONS RELATING TO VETERINARY MEDICINE

The Council study of the potential need for additional manpower in the area of Veterinary Medicine revealed that undertaking the establishment of a School of Veterinary Medicine would be an exceedingly costly venture at a time when there exists an obvious limitation on the funds available to support the whole spectrum of higher education programs. Estimated cost for the establishment of a new school varied between twenty five to forty million dollars with an anticipated annual operating cost in the neighborhood of four and a half million dollars. Expenditures of that magnitude compel the Maryland Council for Higher Education to reassess the priorities in the State for increased investment in higher education. In view of the fact that existing programs require, in many instances, increased support if Maryland is to achieve the quality of education to which the citizens are entitled, the Council believes that manpower in Veterinary Medicine be met by contracting for spaces in other states. All of the recommendations developed by the Council concerning Veterinary Medicine are included on the following pages.

(a) NO SCHOOL OF VETERINARY MEDICINE BE ESTABLISHED IN MARYLAND AT THIS TIME

Though there is a shortage of Veterinarians throughout the nation, it is not so easy to reach the same judgement about the State of Maryland which seems to be a state in which the annual increase has tended to move upward over the years. For numerous reasons, the state seems to attract additional Veterinarians over

and above the number of residents who succeed in getting into Schools. There is no clear indication at this time that the trend will not continue, thus leading to a likely resolution of the needs of this State for the professionals.

(b) APPROPRIATE STATE OFFICIALS BE ENCOURAGED TO ENLARGE THE NUMBER OF OPPORTUNITIES IN VETERINARY MEDICAL EDUCATION FOR MARYLAND RESIDENTS AVAILABLE THROUGH THE SREB ASSOCIATION, AND FURTHER THAT ATTEMPTS BE MADE TO NEGOTIATE SIMILAR CONTRACTS WITH OTHER VETERINARY SCHOOLS IN THE NATION UP TO A TOTAL OF TWENTY-FIVE STUDENT SPACES ANNUALLY, INCLUDING CONTRACTING FOR ADDITIONAL SPACES AT INSTITUTIONS CURRENTLY PROVIDING STUDENT SPACES FOR MARYLAND RESIDENTS, AS OPPOSED TO THE BUILDING OF A SEPARATE VETERINARY MEDICAL SCHOOL IN THE STATE.

The State of Maryland is involved in a contractual arrangement with the Southern Regional Education Board for reserved student spaces for its residents but is also dependent upon its supply of Veterinarians from all of the schools in the United States, Canada and elsewhere. Since the anticipated additional spaces within the Southern Regional Education Board will not alter the supply and demand patterns significantly, additional contracts outside the Southern Regional Education Board should be sought whenever possible.

(c) GRANTS-IN-AID NOT TO EXCEED THE AMOUNT MARYLAND PAYS FOR SREB CONTRACT SPACES BE GIVEN TO ANY MARYLAND STUDENT WHO SUCCEEDS IN SECURING ADMISSION TO A SCHOOL OF VETERINARY MEDICINE WITH WHICH THE STATE DOES NOT HAVE A CONTRACTUAL AGREEMENT.

Since the State of Maryland does not provide a School of Veterinary Medicine for its own residents, Maryland should support students who gain admission to Schools outside the SREB Region just as it does for students who gain admission through contractual arrangements within the Region. This arrangement would be more economical than any attempt to build a school in the State.

(d) EXPLORATIONS SHORT OF COMMITMENT BE MADE BY APPROPRIATE STATE OFFICIALS *WORKING WITH*

ND THROUGH THE SREB ASSOCIATION INTO THE POSSIBILITIES OF DEVELOPING REGIONAL AND/OR COOPERATIVE AGREEMENTS WITH ANY NEARBY SISTER-STATE WITHIN THE SREB REGION OR OUTSIDE OF IT IN CASES WHERE THE ESTABLISHMENT OF A REGIONAL SCHOOL OF VETERINARY MEDICINE IS PLANNED OR UNDER CONSIDERATION IF THE SREB ASSOCIATION CANNOT PROVIDE ANNUALLY SUFFICIENT SPACES FOR MARYLAND RESIDENTS TO YIELD AT LEAST TWENTY-FIVE GRADUATES PER YEAR.

Additional opportunities for present and future Marylanders to pursue careers as Veterinarians will require increased effort to secure an increase in student admissions not only within the SREB compact but also outside of it. Within the SREB compact, such effort should be undertaken with the cooperation and assistance of official SREB representatives. Additional student spaces must be secured in schools outside of the SREB compact by representative state officials. High level State participation should be effective in securing additional opportunities for the study of Veterinary Medicine for Maryland residents.

(e) PARA-PROFESSIONAL PROGRAMS FOR VETERINARY MEDICAL EDUCATION BE DEVELOPED BY THE POST-SECONDARY INSTITUTIONS OF THE STATE IN CO-OPERATION WITH THE APPROPRIATE STATE AGENCIES AND THE MARYLAND COUNCIL FOR HIGHER EDUCATION, AND THAT THE SELECTION AND LOCATION OF SUCH PROGRAMS BE DETERMINED THROUGH JOINT ACTION OF THE PARTIES CONCERNED.

The increased use of paraprofessional personnel in Veterinary Medicine can prove to be one means of amplifying the scope of the service which the existing number of Veterinarians can render to the general public. This is desirable even as plans for increasing the number of Veterinarians are implemented.

(f) THE STATE VETERINARY MEDICAL ASSOCIATION BE URGED TO DEVELOP AND LAUNCH A PROGRAM DESIGNED TO PROMOTE THE INCREASED INFLUX OF GRADUATES OF VETERINARY MEDICAL SCHOOLS TO THE STATE OF MARYLAND FOR THE PURSUIT OF THEIR PROFESSION.

The Council believes that no one is in a better position to launch an organized program to induce the graduates of Veterinary Schools to come to this State than the Maryland Veterinary Medical Association. The techniques which the Association could employ are limited only by the commitment the group is willing to make and the scope of its imagination and ingenuity. If assured by numerous animal health clinics of a position within the firm, along with some guaranteed assistance in setting up one's own individual facility, perhaps many of the graduates would feel responsive to return to Maryland to practice. What seems to be missing is *an organized, statewide effort* to recruit new practitioners for practice in Maryland on the part of the very people who assert most persistently that there is a shortage.

(g) THE MARYLAND VETERINARY MEDICAL ASSOCIATION SHOULD EXPLORE THE POSSIBILITIES OF THE DEVELOPMENT OF FORMAL ARRANGEMENTS TO DEVISE APPROPRIATE PROGRAMS AND/OR CURRICULA WITH THE UNIVERSITY OF MARYLAND AND THE JOHNS HOPKINS UNIVERSITY FOR CONTINUING EDUCATION FOR THE VETERINARIANS AS A MEANS OF MAINTAINING AND RAISING THE QUALITY OF THE SERVICE THEY CAN RENDER TO THE STATE.

Because the advance of knowledge in many of the scientific disciplines which bear upon the practice of veterinary medicine is so rapid, it behooves the professional leadership in the State to take some formal steps to improve the overall quality of the continuing education experiences in the State.

5. REFORM OF STUDENT FINANCIAL AID

THE PRESENT STUDENT FINANCIAL ASSISTANCE PROGRAMS BE REORGANIZED INTO A SYSTEM OF STUDENT FINANCIAL ASSISTANCE BASED ON THE "PACKAGE APPROACH" WHICH UTILIZES TO THE FULLEST EXTENT FEDERAL FUNDS AVAILABLE FOR THIS PURPOSE, GRANT FUNDS AVAILABLE TO THE INSTITUTIONS, LOANS AVAILABLE FROM BANKS PARTICIPATING IN THE MARYLAND HIGHER EDUCATION LOAN CORPORATION PROGRAMS, JOB OPPORTUNITIES AND STATE GRANTS WITH ALL FINANCIAL AID AWARDED TO NEEDY STUDENTS BASED ON A UNIFORM NEEDS ANALYSIS SYSTEM.

The present student financial aid program in Maryland does not result in equitable distribution of funds to needy students. Further, this situation impedes the State's desegregation efforts. The State Plan for Desegregation states as the policy of the present State Administration, that it will seek reform in student financial aid programs. Under this reform, the only criteria for the award of State money would be based on financial need, once a student is accepted for admission at an institution. Support of student financial aid reform was endorsed by the State Administration in the Maryland Plan for Completing the Desegregation of Its Public Postsecondary Education Institutions in the State as approved by HEW-OCR.

The Council introduced the "package approach" concept of student financial assistance in its 1967 Annual Report and has supported a recommendation embodying that concept several times since. Basically, the aid "package" makes it possible for a student to receive a combination of self-help and work, parents' contributions, loans, scholarships, and grants based on need to pay for his college education. This "package" system of delivering financial assistance makes possible the most effective and efficient use of the available funds.

6. STUDENT ACCESS TO DESIGNATED "STATEWIDE PROGRAMS" IN COMMUNITY COLLEGES

THE STATE BOARD FOR COMMUNITY COLLEGES BE GIVEN THE AUTHORITY TO DESIGNATE CERTAIN UNIQUE PROGRAMS OFFERED IN COMMUNITY COLLEGES AS BEING "STATEWIDE PROGRAMS", AND THAT FUNDS BE PROVIDED TO THE STATE BOARD FOR COMMUNITY COLLEGES FOR IMPLEMENTING SUCH A PLAN SO THAT STUDENTS MAY ENROLL IN SUCH PROGRAMS AT THE SAME TUITION COSTS NO MATTER WHERE THEY LIVE IN THE STATE.

This proposal would provide students in the State with the opportunity to have access to unique programs which may not be feasible to offer except in one location.

Such legislation should provide that the State fund the difference between the State share and the student share, and the actual expense of the program, and that the receiving institution have the right to determine which applicants it will admit to the program.

The implementation of the above recommendation would be consistent with present practices within Maryland which provides for inter-State accessibility at in-State tuition rates for programs so designated by the Board of Regents of the University of Maryland. For instance, the State pays fees to Ohio State University to accept a given number of Maryland students in the Veterinarian Medicine Program at in-State Ohio tuition rates, and is similar to the Academic Common Market coordinated by the Maryland Council for Higher Education which provides in-State tuition rates for Maryland residents in conjunction with the SREB program.

7. STUDENT ACCESS TO DESIGNATED OUT-OF-COUNTY PROGRAMS IN COMMUNITY COLLEGES

STUDENT ACCESS BE INCREASED THROUGH ARRANGEMENTS THAT WILL ENABLE OUT-OF-COUNTY STUDENTS TO TAKE AT IN-COUNTY TUITION RATES PROGRAMS DESIGNATED AS UNIQUE BY THE STATE BOARD FOR COMMUNITY COLLEGES AND NOT AVAILABLE IN THEIR OWN COUNTY.

The Council supports the concept of increasing student access to programs designated by the State Board for Community Colleges in community colleges not available in their own county of residence. There are a number of ways in which such access may be increased. The Council in previous years has supported a change in legislation which is frequently referred to as "chargeback" for community colleges, as one method of accomplishing the purposes of increased access. This kind of legislation has been enacted in several other states and has contributed toward accomplishing the object of providing increased educational opportunities for students.

8. FACULTY SALARIES

The Council recommends that:

TOP PRIORITY BE GIVEN BY THE STATE AND THE GOVERNING BOARDS TO CONTINUE EFFORTS TO IMPROVE FACULTY SALARY LEVELS IN THE UNIVERSITY AND STATE COLLEGE SEGMENTS. SUFFICIENT FUNDING SHOULD BE PROVIDED OVER THE NEXT SEVERAL FISCAL YEARS TO PERMIT SIGNIFICANT MOVEMENT TOWARD THE GOAL OF ACHIEVING AN AVERAGE SALARY

C034

BY RANK AT THE 75TH NATIONAL PERCENTILE OF COMPARABLE INSTITUTIONS BY FISCAL YEAR 1978.

The relative national percentile standings of the Maryland postsecondary education segments for fiscal year 1975 were as follows:

Maryland Postsecondary Education
Average Faculty Salaries and
National Percentile Standings: Fiscal Year 1975

Professors		Associate		Assistant		Instructors	
Percentile Rank	Average Salaries	Percentile Rank	Average Salaries	Percentile Rank	Average Salaries	Percentile Rank	Average Salaries
University (Category I)							
65	$23,340	66	$17,401	73	$14,290	22	$10,000
State Colleges (Category IIA)							
62	$21,042	64	$16,382	59	$13,542	65	$11,305
Community Colleges (Category III)							
85	$21,340	82	$17,461	81	$14,385	78	$11,799

Source of Percentiles: AAUP distribution of Average Salaries by Number of Institutions, 1974-75.

Although Maryland has made substantial progress in elevating faculty salaries at the University and State Colleges towards the 75th percentile, additional progress is required. The proposed funding for the University and State Colleges for fiscal year 1977 may have the effect of negating the gains made over the past several years. Additional State funding for higher education should be directed towards continuing the progress already made in faculty salaries.

Based on actual data for fiscal year 1975, the University of Maryland, excluding the professional schools at the Baltimore City Campus, would have required an additional $1,788,250 to achieve the 75th percentile of average salaries by rank for its faculty. Similarly, for fiscal year 1975, the State Colleges would have needed an additional $1,509,312 to raise their average faculty salaries by rank to the 75th percentile. The additional cost of achieving the stated goal by fiscal year 1978 will be approximately $4,500,000.

FISCAL NOTES RELATING TO MCHE RECOMMENDATIONS

1. *Recommendations relating to Structure and Governance of Postsecondary Education.*

   A. It is estimated that the implementation of the Rosenberg Commission Report would be approximately two million

dollars annually. Implementation of the Council's recommendations concerning structure and governance would eliminate the *need* for this expenditure of State revenues.

2. *Recommendations Relating to Desegregation.*

   A. It is estimated that the implementation of the Desegregation recommendations would cost approximately $700,000 annually.

3. *Facility Recommendation.*

   A. No fiscal impact.

4. *Recommendation Relating to Veterinary Medicine.*

   A. By not creating a school of Veterinary Medicine the State will save between 25 and 30 million dollars in capital construction costs and approximately four million dollars annually in operating costs. The cost of increasing student spaces in veterinary schools in other states and the development of paraprofessional programs in Maryland would cost approximately $250,000 annually.

5. *Reform of Student Financial Aid.*

   A. No fiscal impact.

6. *Student Access to Designated "Statewide Programs" in Community Colleges.*

   A. It is estimated that the implementation of this recommendation would cost approximately $200,000 annually.

7. *Student Access to Designated Out-of-County Programs in Community Colleges.*

   A. Impact dependent on number of students and programs involved.

8. *Faculty Salaries.*

   A. It is estimated that the implementation of this recommendation would cost approximately $4,500,000 annually when completely phased in in 1978.

ESTIMATED TOTAL ADDITIONAL ANNUAL COST	$6,350,000
ESTIMATED TOTAL ANNUAL SAVINGS	6,000,000
CAPITAL CONSTRUCTION SAVINGS	25-30 million

CHAPTER II

THE STATUS OF MARYLAND HIGHER EDUCATION TRENDS REVEALED BY DATA

The 1975 Maryland Council for Higher Education Annual Report introduced a new chapter on trends in higher education growth data over a ten year span. This year's report on trends concerns more detailed data from the immediate past few years rather than that derived from two years separated by a relatively long interval. Higher education in Maryland has continually adapted to a rapidly changing society and must continue to examine past and current conditions in order to meet the future needs of its citizens. Most of the trends discussed in this Chapter relate to the recent period 1973-1975, although other time periods are used where appropriate and are so noted in the text. By highlighting changes over the past few years, developments in the forthcoming year may be more readily anticipated.

ENROLLMENTS

During the years 1972-1974, the total headcount of students enrolled in degree-granting institutions increased by approximately 10,000 students or 6% over the previous year. The Fall, 1975 total of 206,702 students, however, represents an increase of 20,000 students or 11% over the 1974 totals.

Earlier increases in enrollments occurred in the years following World War II and during the sixties when the "post war baby boom" arrived on campuses. These two periods of rapid enrollment growth differ from each other, but both increases were to some extent predictable. In contrast, the current large increase appears to be a rate of attendance increase rather than an increase in the number of potential students in an age group, and hence is somewhat less predictable.

The composition of the Maryland college student population is undergoing significant change. While enrollments of the late sixties and early seventies were characterized by large numbers of recent high school graduates, during the period 1972-1974 the percentage of high school seniors planning to attend college dropped steadily. Concurrently, college participation rates for older persons were rising, with the result that the student population is becoming more diverse and mature in terms of the age distribution of students.

Female students continue to represent an ever increasing portion of the total college enrollment in the State. Table 2-2 lists women as comprising 75,465 students or 45% of the total 1972 enrollment of 168,846. Percentages for the succeeding years are 47%, 48% and 49% with the ratio expected to exceed 50% by 1977. With respect to only part-time enrollments, this ratio has already been reached. In 1974, the number of part-time women reached 41,910, exceeding the number of part-time men (40,638).

Enrollments at the graduate level have not risen as fast as those at the undergraduate level (Table 2-3). Full-time graduate enrollments declined during 1974 while part-time graduate enrollments increased at a moderate rate.

Recent studies have indicated a decline in the Scholastic Aptitude Test Scores of college bound Maryland high school seniors. Test scores released by the College Entrance Examination Board indicate a decline in verbal aptitude test scores from 452 for 1974 high school seniors to 436 for 1975 Maryland high school seniors. Math aptitude test scores showed a similar decline, decreasing from 485 to 471. This decline is similar to a national trend.

The community college sector continues to attract an increasing share of the total student population. The total headcount growth of 18% between 1974 and 1975 has increased this sector's share of the total enrollment in the State from 31% in 1972 to 37% in 1975.

FIGURE 2-1
TOTAL HEADCOUNT ENROLLMENT BY SEGMENT

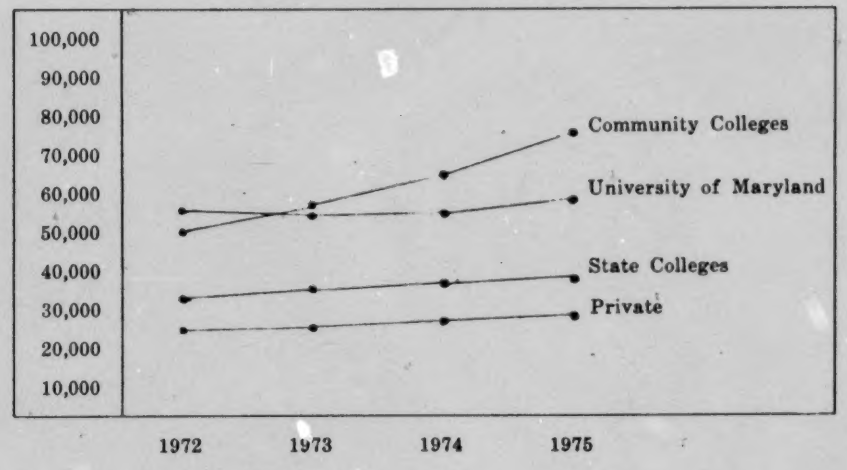


TABLE 2-1
TOTAL HEADCOUNT ENROLLMENT BY SEGMENT

	FALL 1972	FALL 1973	FALL 1974	FALL 1975
Community Colleges	52,264	58,717	64,679	76,240
State Colleges[1]	34,636	37,039	38,210	41,470[2]
University of Maryland[3]	55,351	54,525	56,248	59,157
Private	26,595	26,584	27,533	29,835
TOTAL	168,846	176,865	186,670	206,702

Source: MCHE-HEGIS Surveys

1—Including the University of Baltimore and Morgan State University
2—Enrollments for the University of Baltimore were estimated
3— Excludes all overseas operations

FIGURE 2-2
ENROLLMENT BY SEX AND ATTENDANCE STATUS

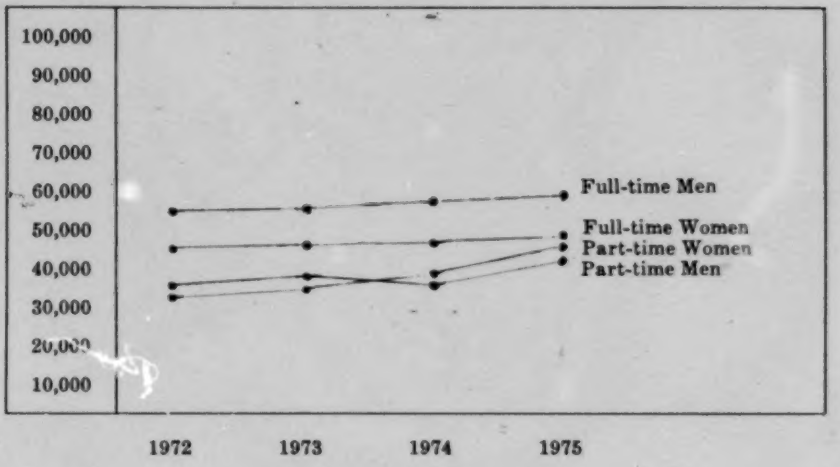


TABLE 2-2
ENROLLMENT BY SEX AND ATTENDANCE STATUS
ALL MARYLAND INSTITUTIONS

	FALL 1972	FALL 1973	FALL 1974	FALL 1975
Full-time Men	54,748	54,279	56,310	59,305
Part-time Men	38,633	40,323	40,638	45,904
Total Men	93,381	94,602	96,948	105,209
Full-time Women	43,814	45,390	47,812	51,161
Part-time Women	31,651	36,873	41,910	50,332
Total Women	75,465	82,263	89,722	101,493
Total Full-time	98,562	99,669	104,122	110,466
Total Part-time	70,284	77,196	82,548	96,236
Total Headcount	168,846	176,865	186,670	206,702

Source: MCHE-HEGIS Surveys

FIGURE 2-3

ENROLLMENT BY LEVEL AND BY ATTENDANCE STATUS

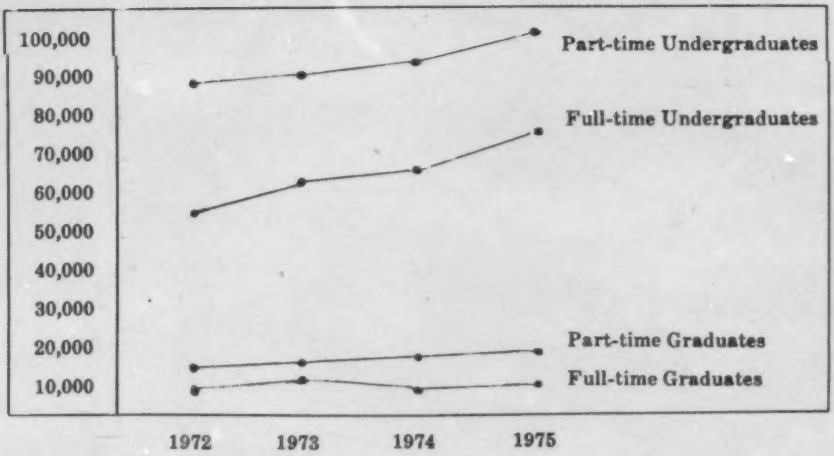


TABLE 2-3

ENROLLMENT BY LEVEL[1] AND BY ATTENDANCE STATUS ALL MARYLAND INSTITUTIONS

	FALL 1972	FALL 1973	FALL 1974	FALL 1975
Full-time Graduates	10,063	10,629	10,236	10,716
Part-time Graduates	14,005	15,044	16,392	17,860
Total Graduate	24,068	25,673	26,628	28,576
Full-time Undergraduate	88,499	89,040	93,886	99,750
Part-time Undergraduate	56,279	62,152	66,156	78,376
Total Undergraduate	144,778	151,192	160,042	178,126
Total Full-time	98,562	99,669	104,122	110,466
Total Part-time	70,284	77,196	82,548	96,236
Total Headcount	168,846	176,965	186,670	206,702

Source: MCHE-HEGIS Surveys

[1] The graduate level includes first professional degree enrollment while unclassified student enrollment is included with undergraduate enrollments.

TABLE 2-4

PERCENT OF SENIORS PLANNING TO ATTEND COLLEGE (BOTH IN AND OUT OF STATE)

	1971	1972	1973	1974
All Maryland Seniors	63%	62%	60%	58%
Black Seniors	59%	57%	56%	51%
White Seniors	64%	63%	61%	60%
Men	66%	64%	62%	58%
Women	60%	61%	60%	59%

TABLE 2-5

PERCENT OF SENIORS PLANNING TO ATTEND MARYLAND COLLEGES

	1971	1972	1973	1974
All Maryland Seniors	48%	47%	45%	42%
Black Seniors	52%	50%	46%	41%
White Seniors	48%	47%	45%	43%
Men	51%	49%	47%	42%
Women	46%	46%	46%	44%

TABLE 2-6

PERCENT OF SENIORS PLANNING TO ATTEND OUT OF STATE COLLEGES

	1971	1972	1973	1974
All Maryland Seniors	15%	15%	15%	16%
Black Seniors	7%	7%	10%	10%
White Seniors	16%	16%	16%	17%
Men	15%	15%	15%	16%
Women	14%	15%	14%	15%

PLANS OF HIGH SCHOOL SENIORS

For the past several years, the post high school plans of seniors in Maryland have been surveyed. These data provide an advance indication of college enrollments, information on Maryland students planning to attend college out of state, and information considered in projecting college attendance rates in the Council's enrollment projection model. Although a change in the questionnaire affected the 1975 results, consistent reports for the past four years show several notable changes.

Table 2-4 shows a steady decline, which appears to be similar to a national trend, in the percent of Maryland seniors planning to enroll in higher education. Increased rates of enrollment by older students appear to have offset any decline in college attendance by recent high school graduates. Reports indicate that similar trends are also occurring in other states. The potential impact of decreasing college attendance rates for graduating high school seniors is significant and the Council is currently investigating methods of more accurately measuring rates of college attendance for all age groups. College attendance plans of Black seniors are declining at a faster rate than those of White seniors. While consistently fewer male seniors are planning to attend college, the percentage of women planning to attend college shows only a slight decrease in the five year interval.

The percent of seniors planning to attend college out of the State has increased slightly, as shown in Table 2-6. Black seniors indicate the largest increase in out of state attendance plans.

CHANGES IN DEGREES AWARDED BY FIELD

One of the most visible products of higher education is the awarding of degrees. Since study in different academic subjects requires different types of resources (laboratory facilities . . .), knowledge of the distribution of degrees by area of study is important.

In the community college segment, the total number of degrees awarded has been increasing steadily as shown in Table 2-7. Within this total rise in degrees, changes have occurred in the growth rates between the transfer oriented area of arts and sciences and the technological and occupational area. A shift toward the technological area has important consequences since instruction in the latter area results in higher costs to the institutions.

Table 2-8 lists the changes in degrees awarded at the bachelor's level for the period 1972-1975. In spite of reported saturation

of the job market for teachers, the number of degrees awarded in education has continued to exceed those for all other fields, although a small decline in the number of degrees are reported for 1975. Degree production in health professions and biological sciences (both relatively expensive areas of instruction) have been rising throughout this period while the fields of letters and engineering have shown a decline.

At the master's degree level (Table 2-9) the field of education again dominates all others, accounting for 2,180 out of a total of 5,013 degrees awarded during 1975. However, it should be noted that the attainment of a graduate degree is a common means of obtaining professional advancement and a salary increase in this profession and, hence, the pool of potential graduate students in education is much larger than the number of recent baccalaureate graduates in education. For this reason, it is possible that graduate enrollments in education may continue relatively unaffected by an anticipated decline in undergraduate enrollments in education. In other areas, degrees awarded at the master's level tend to follow the same patterns as those at the bachelor's level.

Trends in degrees awarded at the doctoral and first professional level are much more difficult to identify due to the small numbers involved, yet they are reported in this chapter as part of the total output of higher education, (Tables 2-10 and 2-11). The number of professional degrees awarded is more often determined by the capacity of the institution rather than by the demand by students for admission to the program.

TABLE 2-7

CHANGES IN DEGREES AWARDED BY FIELD
ASSOCIATE DEGREES — ALL MARYLAND INSTITUTIONS

	FY 1972	% Change	FY 1973	% Change	FY 1974	% Change	FY 1975
Arts and Sciences	2576	+26%	3252	+19%	3868	+15%	4455
Technological and Occupational	1736	+18%	2048	+38%	2822	+ 5%	2967
TOTAL	4312	+23%	5300	+26%	6690	+11%	7422

Source: MCHE-HEGIS Surveys

TABLE 2-8

CHANGES IN DEGREES AWARDED BY FIELD
BACHELOR'S DEGREES — ALL MARYLAND INSTITUTIONS*

	FY1972 Total	% Change	FY 1973	% Change	FY 1974	% Change	FY 1975
Agriculture and Natural Resources	167	—17%	138	+36%	188	+20%	225
Biological Sciences	594	+ 3%	609	+37%	832	+10%	916
Business and Commerce	1,672	+ 8%	1,810	+ 4%	1,880	+ 6%	1,998
Education	3,094	— 1%	3,074	+ 3%	3,155	— 8%	2,892
Engineering	548	— 3%	532	—10%	479	— 8%	442
Letters	992	— 8%	912	— 5%	863	—12%	763
Fine and Applied Arts	665	—17%	553	+26%	696	+ 1%	704
Foreign Language and Literature	224	+ 7%	239	+ 8%	257	—15%	218
Health Professions	523	+41%	737	+18%	871	+24%	1,083
Mathematics	331	+ 1%	333	+15%	382	—28%	275
Physical Sciences	251	— 8%	232	+ 6%	246	+13%	277
Psychology	657	+24%	813	+ 8%	876	+ 3%	905
Social Sciences	2,430	+ 7%	2,598	+ 4%	2,705	—11%	2,399
All Other	1,714	+23%	2,101	+24%	2,613	+25%	3,270
Total	13,776	+ 7%	14,681	+ 9%	16,043	+ 2%	16,367

*excluding the U. S. Naval Academy

Source: MCHE-HEGIS Surveys

TABLE 2-9

CHANGES IN DEGREES AWARDED BY FIELD
MASTER'S DEGREES — ALL MARYLAND INSTITUTIONS

	FY 1972 Total	% Change	FY 1973	% Change	FY 1974	% Change	FY 1975
Agriculture and Natural Resources	27	+ 7%	29	+ 3%	30	+70%	51
Biological Sciences	47	—15%	40	+78%	71	—30%	50
Business and Commerce	171	+60%	274	— 3%	266	+41%	375
Education	1,398	+18%	1,655	+10%	1,815	+20%	2,180
Engineering	157	+ 6%	167	+ 1%	169	+ 9%	185
Letters	187	— 3%	182	—18%	149	—11%	133
Fine and Applied Arts	74	—11%	66	+49%	98	+ 6%	104
Foreign Language and Literature	50	—40%	30	+13%	34	— 6%	32
Health Professions	214	+41%	301	+17%	353	— 2%	346
Mathematics	83	—22%	65	—12%	57	+28%	73
Physical Sciences	95	— 1%	94	— 1%	93	+16%	108
Psychology	81	+ 3%	83	+17%	97	+19%	115
Social Sciences	338	— 6%	316	+ 8%	342	+ 9%	347
All Other	738	+ 8%	799	— 3%	777	+18%	914
Total	3,660	+12%	4,101	+ 6%	4,351	+15%	5,013

Source: MCHE-HEGIS Surveys

TABLE 2-10

CHANGES IN DEGREES AWARDED BY FIELD DOCTORAL DEGREES* — ALL MARYLAND INSTITUTIONS

	FY 1972 Total	% Change	FY 1973	% Change	FY 1974	% Change	FY 1975
Agriculture and Natural Resources	27	—70%	8	+100%	16	+19%	19
Biological Sciences	79	—14%	68	— 31%	47	+70%	80
Business and Commerce	5	+60%	8	— 62%	3	+33%	4
Education	113	— 7%	105	+ 8%	113	+20%	136
Engineering	62	+ 8%	67	— 31%	46	+22%	56
Letters	21	+38%	29	— 21%	23	+43%	33
Fine and Applied Arts	8	+50%	11	— 42%	7	+71%	12
Foreign Language and Literature	19	— 5%	18	+ 22%	22	—40%	13
Health Professions*	20	+35%	27	+ 59%	43	— 5%	41
Mathematics	19	0%	19	+ 95%	37	—24%	28
Physical Sciences	91	+21%	110	— 13%	96	—26%	71
Psychology	45	—42%	26	— 11%	23	+35%	31
Social Sciences	54	+80%	97	— 4%	93	+19%	111
All Other	54	—44%	30	— 57%	13	+ 8%	14
Total	617	+ 1%	623	— 7%	582	+12%	649

*Does not include MD, DD, or other first professional degrees.
Source: MCHE-HEGIS Surveys

TABLE 2-11

CHANGES IN DEGREES AWARDED BY FIELD FIRST PROFESSIONAL DEGREES — ALL MARYLAND INSTITUTIONS

	FY 1972	% Change	FY 1973	% Change	FY 1974	% Change	FY 1975
Dentistry	101	— 1%	100	+26%	126	—5.56	119
Medicine	234	+ 6%	249	— 4%	239	4.60	250
Law	278	+86%	517	+ 3%	531	5.27	559
Total	613	+41%	866	+ 3%	896	3.57	928

Source: MCHE-HEGIS Surveys

FACILITIES

Community Colleges

The Community College segment in general has been able to construct the facilities needed to meet the requirements of growth; however, some colleges have serious deficiencies in space. One measure for judging the overall adequacy of space is to determine the amount of net assignable square feet (NASF) per full-time day equivalent student (FTDE). Studies available to the Council indicate that a Community College should have between 80 and 100 NASF per FTDE.

Table 2-12 shows the changes in NASF/FTDE during the past three years, 1972 through 1974, and projected changes for the next three years. Six of seventeen existing Community Colleges now have shortages of space, i.e., under 80 NASF/FTDE. By 1977 it appears that all but three of the colleges will have corrected this deficiency.

On the other hand, eight of the colleges now have and will continue to have considerable excess space for the next several years, unless the recent surge in enrollments represents a new trend and enrollment projections are surpassed. With rapidly rising construction costs, savings in capital expenditures may be obtained by avoiding delays in the construction of needed facilities. However, facilities constructed for future needs and presently under-utilized result in increased operating costs. If a campus in one county experiences a temporary excess in facilities while a campus in a neighboring county is experiencing a temporary deficiency, the tuition "charge back" system advocated by the Council might help alleviate the problems. Under this system, reciprocal agreements between counties are encouraged so that, under given circumstances, a student taking courses in other than his home county would not be required to pay out of county fees. Such agreements might serve as a temporary solution to over and under utilization of facilities, depending upon the distance between the institutions involved.

Public Four-Year Colleges and Universities

In 1972, four of the seven State four-year colleges, (not including the University of Baltimore which was private at that time) had space deficiencies. This was true for several institutions which had experienced rapid growth which outdistanced their construction programs. Table 2-13 shows the net assignable square feet (NASF) per full-time day equivalent student (FTDE) at each of the public four-year colleges and universities, and the pro-

jected space in 1977 when projects, for which construction or design funds have been allocated, are completed.

Several of the four-year institutions have offered extensive evening programs, thereby obtaining maximum use of their facilities. In 1974 the percentage of evening FTE enrollment at State Colleges varied from a high of 30% to a low of 3%, with an overall average of about 13%.

University of Maryland

The several branches of the University have different roles and it is difficult to analyze them collectively. On the whole, however, the University reports an acute financial problem because of shortages in operating funds. The future prospects do not appear bright. In his annual report for the year ending June, 1975, the President of the University of Maryland reported that during the year approximately $11,000,000 in construction would be completed. $59.2 million of new facilities is currently in progress with $38.4 million under construction at the Baltimore City campus, $15.2 million at College Park, $2.2 million at Eastern Shore and $1.2 million at the Baltimore County campus. The remaining projects represent installation of utilities, site improvements or renovation of existing facilities. Of the total, approximately $7,200,000 of the projects are funded by the University or the Federal Government and require no State General Construction Loan appropriations, however these facilities will affect operating costs. The impact of this construction as well as rising costs has led the President to request each Chancellor to establish a special task force to look into long range planning, a management improvement plan and to develop ways of cutting operating costs. An analysis of facilities and facilities utilization should be an important element for consideration by these task forces.

University of Maryland at Baltimore

During the period 1964-1974, UMAB completed a new Law School, 71,783 Gross Square Feet (GSF); School of Nursing 59,158 GSF: Shock and Trauma Center 33,124 GSF; North Hospital 552,627 GSF plus 394,997 GSF of parking structures, storage and other supporting facilities. Currently UMAB has 517,750 GSF under construction and another 293,000 GSF for which construction or planning funds have been appropriated. These current projects will add about 810,750 GSF to the existing 3,023,988 which is assigned to the UMAB, an increase of 27 percent. The maintenance and operating costs of these facilities as well as the furnishings to be funded from operating budgets will have a

significant impact on UMAB operating costs. Plant operating costs alone may increase by approximately $1,600,000.

University of Maryland Baltimore County

The growth of facilities at UMBC has kept pace with the growth in enrollment and upon completion of construction planned or in progress should reach a level of about 113 NASF/FTDE by approximately 1977 as shown in Table 2-14. This level of 113 NASF/FTDE may appear low at this time since it is not much above that for a State College; however, it is approximately equal to the current level of facilities at College Park. There is, however, a significant difference in the condition of facilities at the two campuses. College Park reports that about 20 percent of its facilities require remodelling or demolition, whereas at UMBC, all facilities are reported as being in satisfactory condition (95 percent were constructed within the past ten years). At UMBC, space measured in square footage has kept pace with enrollment growth, but there continues to be an imbalance for certain disciplines. A current overage in the non-science disciplines (studios for art, dance, music) cannot compensate for shortages of space in science and in health related areas.

The Council has not received a current master plan for UMBC, but a fully revised master plan is in the final stages of preparation and will soon be submitted to the University's Central Administration after which it will be transmitted to the Board of Regents, MCHE, and the Governor's Office for review.

University of Maryland College Park

The rapid growth of enrollment at UMCP during the 1960's outstripped the available facilities. Major construction programs over the past few years and planned for the immediate future should raise the level of facilities to about 118 NASF/FTDE as shown in Table 2-14. Studies by the Council and consultants indicate that a comprehensive university can operate with reasonable success at a level ranging from 120 NASF/FTDE to 150 NASF/FTDE depending upon the number of professional schools such as Medicine, Dental, Pharmacy, etc. that are located on the main campus.

The space guidelines now being developed for projecting space at the University should resolve future questions as to the types and amounts of new space to be approved for the University. It should be noted, however, that the problem for UMCP in the future may not be a matter of space needs and capital expenditures, but a matter of operating costs. Studies by UMCP

staff show that utilities costs alone at UMCP increased from $2,170,175 in 1972-73 to approximately $4,129,776 for 1974-75, an increase of 90 percent in two years. These same studies forecast even greater increases in the future. The University plans to institute measures to conserve energy to offset part of the effect of these increases, but as new space is added there will be a concomitant increase in plant operating costs.

The capital budget requests for UMCP for FY 1977 include projects which, if approved and constructed, will add about 428,900 GSF of new facilities over the next few years, and will provide for renovation of existing buildings and other improvements to the campus. These additions may add approximately $700,000 a year in plant maintenance and operating costs.

University of Maryland Eastern Shore

The enrollment at UMES during the past decade has more than doubled but has not yet grown sufficiently so that the requirement for academic space equals the present inventory. For 1975, the physical facilities inventory of space, excluding residential, is 235,989 NASF, as opposed to a requirement for 186,102 NASF, an excess of 26.8%. Three buildings, however, have been earmarked for demolition which will remove 32,578 NASF from the inventory bringing the campus more nearly in balance. As long as the surplus of space remains in use, however, the campus is likely to reflect a high operating cost per student.

TABLE 2-12
COMMUNITY COLLEGE EXISTING FACILITIES AND PROJECTED GROWTH 1972-1977
Net Assignable Sq. Ft. (NASF)/Full Time Day Equivalent Student (FTDE)

Institution	1972 (Actual)			1974 (Actual)			1977 (Projected)		
	Enrollment FTDE	NASF Facilities	NASF/FTDE Student	Enrollment FTDE	NASF Facilities	NASF/FTDE Student	Enrollment FTDE	NASF Facilities	NASF/FTDE Student
Allegany	1,007	123,884	123	760	123,417	162	798	157,026	196
Anne Arundel	2,021	105,112	52	2,089	168,705	81	2,331	206,684	89
Baltimore #							(3,667)	(345,629)	(94)
Liberty	2,400	203,888	85	3,139	203,318	65	3,407	225,901	66
Harbor	—	—	—	—	—	—	260	119,728	460
Catonsville	3,176	214,619	68	3,150	246,886	78	3,348	317,995	95
Cecil	250	25,583	102	319	72,191*	226	329	87,191*	265
Charles	605	47,208	78	588	80,398	137	756	107,040	142
Chesapeake	298**	74,037	248	301	74,037	246	306	96,037	314
Dundalk	172**	44,774	260	387	34,985	90	657	76,242	116
Essex	2,324	186,230	80	3,324	224,319	67	3,421	287,224	84
Frederick	510**	69,980	137	544	79,712	147	602	79,712	132
Garrett	85**	31,489	370	113	34,475	305	117	34,475	295
Hagerstown	896	63,985	71	933	106,951	115	1,035	108,363	105
Harford	1,355	124,507	92	1,155	124,417	108	1,300	160,901	124
Howard	329	45,557	138	564	48,428	86	812	119,222	147
Montgomery (Total)	6,450**	(484,108)	(75)	(7,029)	(473,186)	(67)	(7,899)	(543,123)	(69)
Rockville	4,984	418,967	84	5,709	409,490	72	6,149	419,490	68
Takoma	1,466**	63,722	43	1,320	63,696	48	1,750	123,633	71
Prince George's Largo	5,285	182,122	34	4,202	180,188	43	5,090	307,708	60
Weighted Average						80			93

* Cecil has 31,334 NASF of own facilities and shares 40,85" with a county vocational technical school
\# Until Harbor Campus is activated, enrollment distribution between Liberty and Harbor Campus is an approximation
** Estimated

TABLE 2-13
PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES
EXISTING ACADEMIC AND SUPPORTING FACILITIES (EXCLUDING RESIDENTIAL)

Institution	1972 (Actual)			1974 (Actual)			1977 (Projected)		
	Enrollment FTDE (Estimate)	NASF Facilities	NASF/FTDE Student	Enrollment FTDE	NASF Facilities	NASF/FTDE Student	Enrollment FTDE (Estimate)	NASF Facilities	NASF/FTDE Student
Bowie	1,621	118,303	73	1,793	265,951	148	2,000	433,871	217
Coppin	1,609	111,272	69	1,530	199,427	130	2,150	319,887	149
Frostburg	2,552	293,050	115	2,939	336,019	114	3,200	535,169	167
Morgan*	4,289	363,227	85	3,832	581,514	152	4,100	709,855	173
St. Mary's	954	132,092	138	971	151,652	156	1,200	195,922	163
Salisbury	1,750	182,612	104	2,378	207,626	87	2,700	314,026	116
Towson	7,229	694,544	96	8,338	797,050	96	9,100 ●	1,068,280	117
Univ. Baltimore#	1,923	182,634	95	2,079	168,272	81	1,950	230,765	118
Weighted Average			95			113			144

* Became Morgan State University July 1975
# Private Institution until January 1975 ● University Baltimore Evening Division is basis of facilities planning.
NOTE: Based upon studies of nationwide data on colleges, and consultant reports, Maryland Council for Higher Education estimates that a 4-year public college requires between 100-110 NASF/FTDE

TABLE 2-14
UNIVERSITY OF MARYLAND—EXISTING ACADEMIC AND SUPPORTING FACILITIES (EXCLUDING RESIDENTIAL) AND PROJECTED GROWTH 1972-1974
Net Assignable Sq. Ft. (NASF)/Full Time Day Equivalent Student (FTDE)

Institution	1972 (Actual)			1974 (Actual)			1977 (Projected)		
	Enrollment FTDE (Est.)	NASF Facilities	NASF/FTDE Student	Enrollment FTDE (Est.)	NASF Facilities	NASF/FTDE Student	Enrollment FTDE (Est.)	NASF Facilities	NASF/FTDE Student
Univ. of Maryland... Baltimore City	3,579	1,279,222	357	3,798	1,319,901	348	4,544	1,676,072	369
Univ. of Maryland... Baltimore County	4,334	461,464	106	5,119	572,558	112	6,211	704,358	113
Univ. of Maryland.. College Park	29,180	2,631,009	90	28,336	3,173,290	112	28,136	3,473,990	118
Univ. of Maryland... Eastern Shore	722	189,035	262	1,010	238,934	237	1,372	286,484	209

NOTE: Studies by Maryland Council for Higher Education staff and consultants show that for a comprehensive university (which does not include Medical, Dental, Nursing, Pharmacy, Veterinarian, Law and similar professional schools on the main campus), 134 NASF/FTDE student is average. For university branches which do not have extensive graduate programs and organized research, 100-110 NASF/FTDE is average.

STUDENT CHARGES

As illustrated in Table 2-15 there has been a significant increase in tuition and mandatory fees for resident full-time undergraduates enrolled at the public colleges and universities in the State from FY 1972 to FY 1975. For example, in the State College segment, increases over this period range from a high of $290 or 88% at Bowie to a low of $205 or 58% at Salisbury. Tuition and mandatory fees at St. Mary's College and Morgan State University increased by 36% or $158 and by 69% respectively. Smaller increases in tuition and mandatory fees occurred in the Community College segment with the increase in the weighted-average charges amounting to $74 or 25%. Tuition and mandatory fee increases in the University segment over the same period ranged from $100 or 18% at the University of Maryland-College Park to $45 or 15% at the University of Maryland-Eastern Shore. Tuition and mandatory fee increases at the University of Maryland-Baltimore County amounted to $99 or 17% over the period. In FY 1975, tuition and mandatory fees in four-year public institutions, with one exception, ranged from $550 to $708 for the academic year. This excludes the University of Maryland-Eastern Shore, which has a tuition and mandatory fee charge of $345; $205 or 37.4% less than the next lowest amount assessed at any other four-year public institutions.

National averages of tuition and required fees show an increase for the FY 1972 - FY 1975 period of 48% (from $192 to $285) for public two-year colleges, 45% (from $354 to $515) for public four-year institutions and 24% (from $526 to $653) for public universities.

These data indicate that students in Maryland have made significant contributions, through tuition charges, in the effort to offset the rising costs of providing educational services.

TABLE 2-15

YEARLY IN-STATE TUITION AND REQUIRED FEES FOR FULL-TIME UNDERGRADUATE STUDENTS ENROLLED AT THE PUBLIC COLLEGES AND UNIVERSITIES[1]

	FY 1972	FY 1973	Dollar Increase (Decrease)	Percent Increase (Decrease)	FY 1973	FY 1974	Dollar Increase (Decrease)	Percent Increase (Decrease)	FY 1974	FY 1975	Dollar Increase (Decrease)	Percent Increase (Decrease)	Total Dollar Increase	Total Percent Increase
Bowie State College	330	405	75	22.7	405	570	165	40.7	570	620	50	8.8	290	87.9
Coppin State College	300	325	25	8.3	325	520	195	60.0	520	550	30	5.7	250	83.3
Frostburg State College	420	420	0	0	420	646	226	53.9	646	646	0	0	226	53.8
Morgan State University	415	446	31	7.5	446	649	203	45.5	649	701	52	8.0	286	68.9
Salisbury State College	355	405	50	14.1	405	560	155	38.3	560	560	0	0	205	57.7
St. Mary's College	442	460	18	4.1	460	460	—	—	460	600	140	30.4	158	35.7
Towson State College	375	435	60	16.0	435	535	100	23.0	535	595	60	11.2	220	58.7
University of Maryland—College Park	599	639	40	6.7	639	708	69	10.8	708	708	—	—	100	18.2
Baltimore County	599	639	40	6.7	639	698	59	9.2	698	698	—	—	99	16.5
Eastern Shore	300	320	20	6.7	320	345	25	7.8	345	345	—	—	45	15.0
Community Colleges Weighted Average	294	306	12	4.1	306	327	21	6.9	327	368	41	12.5	74	25.2

[1] Excluding the University of Baltimore did not become a public institution until the second half of fiscal year 1975. (Source: Computed for Maryland Council for Higher Education: Admissions and Financial Aid Information for Maryland's Public and Private Postsecondary Educational Institutions, 1971, 1972, 1973, 1974, 1975).

Budget Growth and General Fund Expenditures

Figure 2-4 illustrates the yearly growth of General Fund expenditures for public higher education as compared with the yearly growth of all General Fund expenditures for the period from FY 1970 to FY 1974. Even though public higher education has been faced with enrollment increases and high inflation rates, the yearly rate of growth of General Fund expenditures for public higher education has consistently declined. As the graph illustrates, the increase in FY 1970 over FY 1969 was 33.2% while the increase for fiscal year 1971 over fiscal year 1970 was 17.5%. This trend continued into FY 1974 when the yearly growth in General Fund expenditures declined to 5.1%.

From FY 1969 to FY 1972, the decline in yearly growth of General Fund expenditures for public higher education paralleled a decline in the yearly growth of all General Fund expenditures. However, the percent yearly increase for all General Fund expenditures in FY 1973 over FY 1972 as well as in FY 1974 over FY 1973 exceeded the percent yearly increase for public higher education expenditures. In FY 1973 all General Fund expenditures increased by 14.6% over FY 1972 while, for the same period, expenditures for public higher education increased by 12.7%. This trend continued into FY 1974 where all General Fund expenditures increased by 12.7% while General Fund expenditures for public higher education increased by only 5.1%.

Table 2-16 illustrates the growth in the expenditure of funds, by source, from FY 1972 to FY 1975 for the public segments of higher education. As shown in the table, there has been a substantial increase in Special Funds expenditures; Special Funds being those funds derived from tuition, fees and all chargeable services rendered by the institutions, but not including auxiliary enterprises at the University of Maryland.

The State College segment has had the most significant increase in Special Funds expenditures and the least significant increase in General Fund expenditures for the period. For example, General Fund expenditures in the State College segment increased by $8.3 million or 27.1% while Special Fund expenditures increased by $14.7 million or 84.5%. In addition, General Fund expenditures for the State College segment have decreased in proportion to overall expenditures for each fiscal year. In FY 1972 General Fund expenditures amounted to 61.0% of all expenditures of the State College segment while in FY 1975 General Fund expenditures amounted to 52.6% of all expenditures. On the other hand,

in FY 1972 Special Fund expenditures amounted to 29.2% of all expenditures and increased to 36.5% of all expenditures in FY 1975.

The growth of Special Fund expenditures in the Community College segment is similar to that experienced by the State Colleges. For example, in FY 1972 Special Fund expenditures for the Community Colleges made up 20.5% of all expenditures while in FY 1975 Special Fund expenditures increased to 25.2% of all expenditures. General Fund expenditures at the Community College segment increased by 9.2 million or 40.5% from FY 1972 to FY 1975.

The continuing decline in the growth of General Fund expenditures concomitant with substantial increases in Special Funds expenditures at public higher education institutions indicate a significant change in the pattern of funding for public higher education. This relationship between General Fund and Special Fund expenditures will be explored further by the Maryland Council for Higher Education Committee to Study the Financing of Maryland Postsecondary Education. The study will encompass an examination of funding levels and patterns as well as construction programs and educational standards for postsecondary education. Mid-summer 1976, has been established as the completion date for the study.

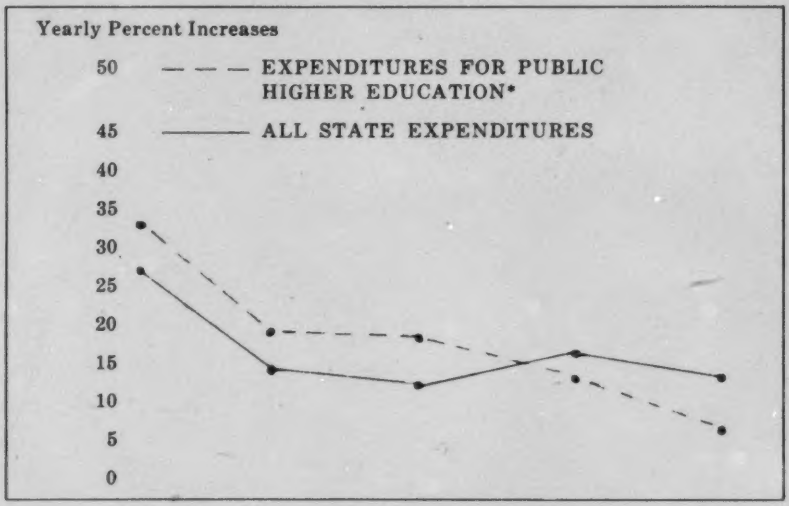
The growth in Special Funds expenditures at the University segment from FY 1972 to FY 1975 was 45.4%. In FY 1973 Special Funds expenditures increased over FY 1972 by 11.6%, while increases in General Fund expenditures were 11.7% for the same period. However, in both FY 1974 and FY 1975 increases in Special Funds expenditures exceeded increases in General Funds expenditures from the previous year. For example, in FY 1974 Special Funds expenditures increased by 10.8% over FY 1973 while General Fund expenditures increased by 7.7%. In FY 1975 Special Fund expenditures increased by 17.6% over FY 1974. While, for the same period, General Fund expenditures increased by 13.9%. As with the Community College and State College segments, increases in Special Fund expenditures were also greater than increases in General Fund expenditures for the overall period. (From FY 1972 to FY 1975, all Special Funds expenditures increased by 45.5% while all General Fund expenditures increased by 37.0%).

The University segment has substantial public service commitments which are not directly related to formal instruction but

which account for significant General Fund expenditures. The General Fund expenditures for the University Hospital, for example, have increased from $10.5 million in FY 1972 to $17.8 million in FY 1975. This increase amounts to $7.3 million or 68.9% over the period. In FY 1975, General Fund expenditures for the University Hospital amounted to 16.2% of all General Fund expenditures for the University segment. Similarly, the University segment expended 3.2 million dollars in General Funds for the Cooperative Extension Service Program and $1.4 million in General Funds for the Center for Environmental and Estuarine Studies Program. Excluding these commitments, which are primarily public service programs, the University of Maryland's General Fund expenditures increased by 27.6% from FY 1972 to FY 1975; almost equal to the State College segment increase of 27.2% for that period.

FIGURE 2-4

GROWTH OF GENERAL FUND EXPENDITURES
(Excludes Capital Expenditures)



(SOURCE: Computed from the *Report of the Comptroller of the Treasury* for Fiscal Years 1969 to 1974).

*Includes State Board and Educational Agencies, Excludes State Contribution to employee benefits.

TABLE 2-16

EXPENDITURE OF FUNDS BY SOURCE FOR THE PUBLIC SEGMENTS OF HIGHER EDUCATION (Excludes Capital Expenditures)

	FY 1972	FY 1973	Percent Increase	FY 1973	FY 1974	Percent Increase	FY 1974	FY 1975	Percent Increase	Total Percent Increase From FY 1972 to FY 1975
University of Maryland[1]										
General Funds	79,441,311	88,741,850	11.7	88,741,850	95,552,477	7.7	95,552,474	108,859,417	13.9	37.0
Special Funds	41,405,078	46,211,010	11.6	46,211,010	51,200,412	10.8	51,200,412	60,213,764	17.6	45.4
Federal Funds	3,028,437	3,184,304	5.2	3,184,304	3,150,541	(—1.1)	3,150,541	3,669,287	16.5	21.2
Total All Funds	123,874,826	138,137,164	11.5	138,137,164	149,903,430	8.5	149,903,430	172,742,468	15.2	39.4
State Colleges[2]										
General Funds	32,671,325	37,155,707	13.7	37,155,707	38,330,577	3.2	38,330,577	41,557,067	8.4	27.2
Special Funds	15,556,740	18,017,868	15.8	18,017,868	21,405,344	18.8	21,405,344	28,514,073	33.2	83.3
Federal Funds	5,003,101	6,293,555	25.8	6,293,555	9,085,035	44.4	9,085,035	8,211,183	(—9.6)	64.1
Total All Funds	53,231,166	61,467,130	15.5	61,467,130	68,820,956	12.0	68,820,956	78,282,323	13.7	47.1
Community Colleges										
General Funds	22,626,058	25,771,716	13.9	25,771,716	28,083,274	9.0	28,083,274	31,799,754	13.2	40.5
County Funds	15,232,646	20,215,460	32.7	20,215,460	21,672,615	7.2	21,672,615	24,856,421	14.7	63.2
Student Funds	10,681,814	15,179,840	42.1	15,179,840	17,233,962	13.5	17,233,962	21,200,187	23.0	98.5
Federal Funds	3,476,330	3,951,860	13.7	3,951,860	4,735,042	19.8	4,735,042	6,441,213	36.0	85.3
Total All Funds	52,016,848	65,118,876	25.2	65,118,876	71,724,893	10.1	71,724,893	84,297,575	17.5	62.1

(SOURCE: Maryland State Budget for F.Y. 1975 and F.Y. 1976, Institution and Board Budget Requests. Information supplied by University of Maryland, Office of Central Administration and State Board for Community Colleges)

[1] FY 1972 excludes State Board of Agriculture; FY 1973 excludes St. Bd. of Ag., Center for Environmental and Estuarine Studies; FY 1974 excludes C.E.E.S., Univ. College, Auxiliary Enterprises; FY 1975 excludes C.E.E.S., Univ. Col., Aux. Ent.

[2] Includes Morgan State University and St. Mary's College. Excludes University of Baltimore.

Summary

Enrollments in Maryland colleges and universities have undergone changes in the relative composition of the student body with regard to age, sex, entering abilities and enrollment status. An unexpected large increase in enrollments in 1975 raised the total in excess of 200,000 students for the first time in Maryland. The community colleges continue to be the largest source of the increasing enrollments.

A changing pattern of enrollment by field of knowledge is evidenced by changes in the number of degrees awarded. If student demand for technical and vocational programs increases, the resulting costs for these more expensive areas will affect future resources requirements.

Increases in utilities and other general operating costs present a clear and immediate problem for many institutions. Several campuses will be faced with the problem of supporting existing or planned facilities designed for future student growth but for which the student body has not yet expanded.

Finally, tuition and required fees charged to Maryland students have been rising faster than the national averages, even though they have been historically among the highest in the region. Concomitant with these increases has been a shift in the composition of funding for higher education with the percent of General Fund support declining while Special Funds support (including tuition revenue) has been increasing.

CHAPTER III
STATISTICS

Enrollments

The total number of full-time and part-time students in Maryland Institutions of Higher Education reached 206,702 in the fall of 1975, an increase of 10.7% over 1974's total of 186,670. Of these, 110,466 or 53.4% were full-time students and 96,236 were part-time students.

A total of 76,240 students or 36.9% of the State total attended public community colleges; 20.1% of the students attended State Colleges; 28.6% of the students attended various branches of the University of Maryland and private colleges and universities served 14.4% of the students.

Table 3-1 indicates that the full-time equivalent enrollment in all colleges in Maryland increased 8.0% from 1974 to 1975. The increase in public institutions was 8.6%.

Tuition and Fees in Maryland Public Colleges and Universities

Table 3-2 shows that total tuition in Maryland Public Colleges and Universities range from a high of $737 at Morgan State University to a low of $320 at Frederick Community College.

Appropriations for Higher Education

The appropriations for public education for fiscal year 1975 are shown in Table 3-3. The increase for higher education from State General Funds for fiscal 1976 over 1975 was 25.5 million or 13.4%.

Degrees Conferred

The Council requires the colleges and universities of the State to submit information covering the full range of the institutions' activities. The certificates and degrees awarded annually by the colleges and universities constitute an important frame of reference for evaluation of institutional academic efficiency, as well as meeting the social and economic needs of the State within the allocation of resources. Consequently, data on certificate and degree production are provided to the institutions and interested State officials. Under no circumstances is such data to be accepted as the sole criteria for determining the value of the contributions and services which institutions render to the citizens of the State.

Tables 3-4 through 3-13 give detailed information on degrees and certificates awarded in Maryland institutions of higher education between July 1, 1974 and June 30, 1975.

TABLE 3-1
ENROLLMENT AT MARYLAND COLLEGES & UNIVERSITIES FOR FALL 1975 AND PERCENTAGE INCREASE OVER 1974

	TOTAL 1974 FTE	1975 Undergraduate			1975 Graduate			TOTAL 1975 FTE	% FTE Increase
		Full-Time	Part-Time	TOTAL	Full-Time	Part-Time	TOTAL		
COMMUNITY COLLEGES:									
Allegany Community College	1000	1080	549	1629	0	0	0	1263	26%
Anne Arundel Community College	2823	2202	3466	5638	0	0	0	3357	19%
Catonsville Community College	4501	2862	7043	9905	0	0	0	5209	16%
Cecil Community College	523	556	820	1376	0	0	0	829	59%
Charles County Community College	784	675	1440	2115	0	0	0	1155	47%
Chesapeake College	412	294	427	721	0	0	0	436	6%
Community College of Baltimore	4484	3596	6060	9656	0	0	0	5616	25%
Dundalk Community College	693	720	1372	2092	0	0	0	1177	70%
Essex Community College	4207	2979	5748	8727	0	0	0	4895	16%
Frederick Community College	824	578	1096	1674	0	0	0	943	14%
Garrett Community College	201	195	246	441	0	0	0	277	38%
Hagerstown Junior College	1111	876	1048	1924	0	0	0	1225	10%
Harford Community College	1624	1199	1982	3181	0	0	0	1859	15%
Howard Community College	772	542	1426	1968	0	0	0	1017	32%
Montgomery College—Rockville	6554	4827	6334	11161	0	0	0	6938	6%
Montgomery College—Takoma Park	1525	1026	1531	2557	0	0	0	1536	1%
Montgomery College—Germantown	—	0	189	189	0	0	0	63	—
Prince George's Community College	5678	3970	7286	11256	0	0	0	6398	13%
TOTAL COMMUNITY COLLEGES	37716	28177	48063	76240	0	0	0	44198	17%
STATE COLLEGES AND UNIVERSITIES:									
Bowie State College	2224	1649	344	1993	13	1092	1105	2140	−4%
Coppin State College	2186	2043	328	2371	301	225	526	2528	16%
Frostburg State College	3033	2762	205	2967	21	703	724	3085	2%
Morgan State University	4589	4311	1059	5370	196	795	991	5125	12%
Salisbury State College	2569	2461	705	3166	45	629	674	2950	15%
St. Mary's College of Maryland	991	1011	241	1252	0	0	0	1091	10%
Towson State College	9584	8353	4496	12849	59	1447	1506	10393	8%
University of Baltimore	3695	1779	2526	4305	1037	634	1671	3869	
TOTAL STATE COLLEGES & UNIV.	28871	24369	9904	34273	1672	5525	7197	31181	7%
UNIVERSITY OF MARYLAND:									
Univ. of Md.—Baltimore City	4156	1560	97	1657	2625	350	2975	4334	4%

(Continued on next page)

Univ. of Md.—Baltimore County	5109	4930	517	5447	94	90	184	5226	2%
Univ. of Md.—College Park	29578	23932	4629	28561	2856	4473	7329	29822	1%
Univ. of Md.—Eastern Shore	1081	871	232	1103	0	0	0	948	−12%
Univ. of Md.—University College	4742	1716	9952	11668	13	220	233	5119	8%
TOTAL UNIVERSITY OF MARYLAND	44666	33009	15427	48436	5588	5133	10721	45450	2%
TOTAL PUBLIC	111253	85555	73394	158949	7260	10658	17918	120832	9%
4-YEAR PRIVATE									
Antioch College, Md.	312	350	70	420	194	89	283	597	91%
Baltimore Hebrew College	113	44	95	139	87	0	87	162	43%
Capitol Institute of Technology	170	99	164	263	0	0	0	153	−10%
Columbia Union College	704	730	203	933	0	0	0	797	13%
De Sales Hall	27	0	11	11	34	0	34	37	37%
Goucher College	908	862	81	943	0	0	0	889	−2%
Hood College	876	870	140	1010	20	322	342	1044	19%
Johns Hopkins University	6178	2254	2088	4342	2207	3562	5769	6344	3%
Loyola College	2508	1769	950	2719	111	1816	1927	2802	12%
Maryland Institute of Art	1058	887	116	1003	78	27	105	1012	−4%
Mt. St. Mary's College	1199	1204	66	1270	49	64	113	1296	8%
Ner Israel Rabbinical College	301	174	1	175	123	5	128	299	−1%
College of Notre Dame	562	495	343	838	0	0	0	609	8%
Peabody Conservatory of Music	408	274	77	351	80	43	123	394	−3%
St. John's College	367	288	4	292	0	0	0	289*	−21%
St. Mary's Seminary & Univ.	423	102	143	245	172	110	282	358	−15%
Washington Bible College	409	364	63	427	52	21	73	444	9%
Washington College	797	772	28	800	0	121	121	821	3%
Washington Theological Coal.	264	0	0	0	185	41	226	198	−25%
Western Maryland College	1641	1282	24	1306	64	981	1045	1681	2%
TOTAL 4-YEAR PRIVATE	19225	12820	4667	17487	3456	7202	10658	20232	5%
2-YEAR PRIVATE									
Bay College of Maryland	913	696	154	850	0	0	0	747	−18%
Hagerstown Business College	355	403	0	403	0	0	0	403	14%
Villa Julie College	290	276	161	437	0	0	0	329	13%
TOTAL 2-YEAR PRIVATE	1558	1375	315	1690	0	0	0	1480	−5%
TOTAL PRIVATE	20783	14195	4982	19177	3456	7202	10658	21712	4%
GRAND TOTAL PUBLIC & PRIVATE	132036	99750	78376	178126	10716	17860	28576	142545	8%

* A late correction received from St. John's College reports a total 1975 FTE of 367.

TABLE 3-2

RANK ORDER OF FULL-TIME UNDERGRADUATE RESIDENT TUITION AND REQUIRED FEES FOR MARYLAND PUBLIC INSTITUTIONS, 1975-1976

Institution	Tuition and Required Fees
1. Morgan State University	$737.00
2. Frostburg State College	726.00
3. University of Maryland — College Park	718.00
4. University of Maryland — Baltimore County	698.00
5. University of Baltimore	660.00
6. Towson State College	627.00
7. Bowie State College	620.00
8. St. Mary's College of Maryland	610.00
9. Montgomery College	594.00
10. Salisbury State College	590.00
11. Coppin State College	560.00
12. University of Maryland — Baltimore City	550.00
13. Anne Arundel Community College	430.00
14. Chesapeake College	410.00
15. Prince George's Community College	410.00
16. Charles County Community College	390.00
17. Harford Community College	390.00
18. University of Maryland — Eastern Shore	390.00
19. Allegany Community College	350.00
20. Howard Community College	350.00
21. Hagerstown Community College	336.00
22. Garrett Community College	334.00
23. Catonsville Community College	330.00
24. Community College of Baltimore	325.00
25. Cecil Community College	324.00
26. Dundalk Community College	324.00
27. Essex Community College	324.00
28. Frederick Community College	320.00

SOURCE: MCHE Reports as reported by the Institutions

TABLE 3-3
APPROPRIATIONS FOR PUBLIC EDUCATION SHOWING ALLOCATION FOR HIGHER EDUCATION
OPERATING PURPOSES FOR FISCAL YEAR 1976 WITH PERCENTAGE INCREASE
OVER ORIGINAL APPROPRIATION FISCAL YEAR 1975

	General Fund (2)			Total (1) (2)		
	1975	1976	% Change	1975	1976	% Change
Morgan State University	8,255,819	8,775,781	6.3	16,282,438	16,403,040	.7
St. Mary's College	2,257,201	2,427,582	7.5	3,407,639	3,825,007	12.2
University of Maryland	106,645,749	122,294,806	14.7	165,033,829	217,913,614	32.0
College Park Campus	51,829,899	59,636,415	15.1	77,567,503	110,393,144	42.3
Baltimore City Campus	22,156,935	25,529,346	15.2	27,249,363	34,510,863	26.6
University Hospital	16,398,983	18,754,980	14.4	40,070,380	46,310,092	15.6
Baltimore County Campus	9,535,487	10,845,989	13.7	12,474,537	17,012,819	36.4
Eastern Shore Campus	3,299,662	3,545,764	7.5	4,222,263	4,875,347	15.5
Center for Environmental and Estuarine Studies	1,393,643	1,647,288	18.2	1,418,643	1,709,888	20.5
General University Expenses	2,031,140	2,335,024	15.0	2,031,140	3,101,461	52.7
Total University of Maryland Appr.	106,645,749	122,294,806	14.7	165,033,829	217,913,614	32.0
State Scholarship Board	4,195,893	4,329,028	3.2	4,345,893	4,823,033	11.0
Higher Education Loan Corporation	465,371	532,741	14.5	515,371	582,741	13.1
State Colleges						
Bowie	4,519,435	4,984,345	10.3	8,731,789	9,422,011	7.9
Coppin	3,772,899	4,356,542	15.5	8,266,584	8,655,860	4.7
Frostburg	5,177,237	5,354,638	3.4	9,578,717	10,811,508	12.9
Salisbury	3,257,068	3,833,588	17.7	6,325,487	7,568,198	19.6
Towson	11,185,268	13,345,080	19.3	20,848,728	24,335,003	16.7
University of Baltimore	1,028,016*	2,932,454	—	3,169,908*	6,887,129	—
Board of Trustees	2,154,649	2,373,575	10.2	2,154,649	2,493,575	15.7
Maryland Council for Higher Education	488,362	556,003	13.9	523,362	591,003	12.9
State Board for Community Colleges	29,431,710	31,253,698	6.2	29,431,710	31,278,698	6.3
Total Higher Education	182,834,677	207,349,861	11.9	278,616,104	345,590,420	24.0
All Other Education	439,667,138	485,556,962	10.3	522,021,775	603,004,453	15.5
Total Public Education	622,501,815	692,906,823	11.2	800,637,879	948,594,873	18.5

SOURCE: Based on the Fiscal Digest of the State of Maryland for Fiscal Years: 1975-1976.
NOTE: (1) Includes General, Special, and Federal Funds.
(2) Includes Adjustments for Salary Increase Originally Appropriated to Department of Personnel.
* University of Baltimore became a Public Institution in the second half of FY 1975.

TABLE 3-4

NUMBER OF CERTIFICATES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1974 AND JUNE 30, 1975

Institution	Men	Women	Total
Allegany Community College	5	26	31
Anne Arundel Community College	10	19	29
Catonsville Community College	9	2	11
Charles County Community College	6	11	17
Chesapeake College	9	6	15
Community College of Baltimore	5	18	23
Dundalk Community College	12	3	15
Essex Community College	5	3	8
Frederick Community College	7	3	10
Hagerstown Junior College	0	6	6
Harford Community College	26	7	33
Howard Community College	4	42	46
Montgomery College — Rockville	23	43	66
Montgomery College — Takoma Park	0	20	20
Prince George's Community College	0	6	6
TOTAL COMMUNITY COLLEGES	121	215	336
University of Baltimore	28	5	33
TOTAL STATE COLLEGES	28	5	33
University of Maryland — Baltimore City	16	25	41
University of Maryland — College Park	20	3	23
TOTAL UNIVERSITY OF MARYLAND	36	28	64
Baltimore Hebrew College	1	0	1
Johns Hopkins University	29	42	71
Ner Israel Rabbinical College	10	0	10
TOTAL 4-YEAR PRIVATE	40	42	82
Hagerstown Business College	5	86	91
TOTAL 2-YEAR PRIVATE	5	86	91
TOTAL PUBLIC	185	248	433
TOTAL PRIVATE	45	128	173
TOTAL PUBLIC AND PRIVATE	230	376	606

SOURCE: 1975 HEGIS

TABLE 3-5

NUMBER OF ASSOCIATE DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1974 AND JUNE 30, 1975

Institution	Men	Women	Total
Allegany Community College	75	146	221
Anne Arundel Community College	259	215	474
Catonsville Community College	430	332	762
Cecil Community College	39	25	64
Charles County Community College	78	44	122
Chesapeake College	50	47	97
Community College of Baltimore	429	379	808
Dundalk Community College	42	40	82
Essex Community College	382	334	716
Frederick Community College	78	77	155
Garrett Community College	23	13	36
Hagerstown Junior College	144	144	288
Harford Community College	123	165	288
Howard Community College	44	74	118
Montgomery College — Rockville	379	296	675
Montgomery College — Takoma Park	55	204	259
Prince George's Community College	431	453	884
TOTAL	3061	2988	6049
University of Maryland —			
University College	835	193	1028
TOTAL	835	193	1028
Capitol Institute of Technology	14	0	14
Columbia Union College	2	13	15
Johns Hopkins University	9	4	13
TOTAL	25	17	42
Bay College of Maryland	42	64	106
Hagerstown Businesa College	1	94	95
Villa Julie College	1	101	102
TOTAL	44	259	303
TOTAL PUBLIC	3896	3181	7077
TOTAL PRIVATE	69	276	345
TOTAL PUBLIC AND PRIVATE	3965	3457	7422

SOURCE: 1975 HEGIS

TABLE 3-6

NUMBER OF BACHELOR'S DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1974 AND JUNE 30, 1975

Institution	Men	Women	Total
Bowie State College	121	138	259
Coppin State College	76	264	340
Frostburg State College	267	288	555
Morgan State College	281	382	663
Salisbury State College	203	250	453
St. Mary's College of Maryland	81	74	155
Towson State College	875	1185	2060
University of Baltimore	641	76	717
TOTAL	2545	2657	5202
University of Maryland — Baltimore City	79	611	690
University of Maryland—Baltimore County	419	348	767
University of Maryland — College Park	2770	2461	5231
University of Maryland — Eastern Shore	78	63	141
University of Maryland — University College	955	230	1185
TOTAL	4301	3713	8014
Antioch College (Maryland)	56	93	149
Baltimore Hebrew College	1	5	6
Capitol Institute of Technology	53	1	54
Columbia Union College	60	81	141
Goucher College	0	209	209
Hood College	11	144	155
Johns Hopkins University	545	178	723
Loyola College	267	132	399
Maryland Institute of Art	88	127	215
Mt. St. Mary's College	253	26	279
Ner Israel Rabbinical College	26	0	26
College of Notre Dame	0	144	144
Peabody Conservatory of Music	31	29	60
St. John's College	41	31	72
St. Mary's Seminary and University	43	0	43
Washington Bible College	29	18	47
Washington College	99	85	184
Western Maryland College	125	120	245
TOTAL	1728	1423	3151
TOTAL PUBLIC	6846	6370	13216
TOTAL PRIVATE	1728	1423	3151
TOTAL PUBLIC AND PRIVATE	8574	7793	16367

SOURCE: 1975 HEGIS

TABLE 3-7

NUMBER OF MASTER'S DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1974 AND JUNE 30, 1975

Institution	Men	Women	Total
Bowie State College	88	137	225
Coppin State College	57	103	160
Frostburg State College	89	28	117
Morgan State College	141	114	255
Salisbury State College	33	46	79
Towson State College	136	262	398
University of Baltimore	38	0	38
TOTAL	582	690	1272
University of Maryland — Baltimore City	94	237	331
University of Maryland—Baltimore County	4	4	8
University of Maryland — College Park	688	721	1409
TOTAL	786	962	1748
Antioch College (Maryland)	12	15	27
Baltimore Hebrew College	6	3	9
Goucher College	1	7	8
Hood College	8	15	23
Johns Hopkins University	616	530	1146
Loyola College	196	185	381
Maryland Institute of Art	26	34	60
Mt. St. Mary's College	10	0	10
Ner Israel Rabbinical College	4	0	4
Peabody Conservatory of Music	18	21	39
St. Mary's Seminary and University	34	3	37
Washington Bible College	7	0	7
Washington College	8	15	23
Washington Theological Coalition	29	0	29
Western Maryland College	89	101	190
TOTAL	1064	929	1993
TOTAL PUBLIC	1368	1652	3020
TOTAL PRIVATE	1064	929	1993
TOTAL PUBLIC AND PRIVATE	2432	2581	5013

SOURCE: 1975 HEGIS

TABLE 3-8

NUMBER OF FIRST PROFESSIONAL DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1974 AND JUNE 30, 1975

Institution	Men	Women	Total
University of Baltimore	305	28	333
TOTAL	305	28	333
University of Maryland — Baltimore City	414	65	479
TOTAL	414	65	479
De Sales Hall	4	0	4
Johns Hopkins University	92	24	116
Ner Israel Rabbinical College	8	0	8
TOTAL	104	24	128
TOTAL PUBLIC	719	93	812
TOTAL PRIVATE	104	24	128
TOTAL PUBLIC AND PRIVATE	823	117	940

SOURCE: 1975 HEGIS

TABLE 3-9

NUMBER OF DOCTORATE DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1974 AND JUNE 30, 1975

Institution	Men	Women	Total
University of Maryland — Baltimore City	13	2	15
University of Maryland — College Park	283	102	385
TOTAL	296	104	400
Johns Hopkins University	190	51	241
Peabody Conservatory of Music	5	0	5
St. Mary's Seminary and University	2	1	3
TOTAL	197	52	249
TOTAL PUBLIC	296	104	400
TOTAL PRIVATE	197	52	249
TOTAL PUBLIC AND PRIVATE	493	156	649

SOURCE: 1975 HEGIS

TABLE 3-10

NUMBER OF BACHELOR'S DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1974 AND JUNE 30, 1975 BY MAJOR FIELD OF STUDY, BY SEGMENT

Major Field of Study	Public Four Year	Public University	Private	Total
Agriculture & Nat. Resources	0	225	0	225
Architecture & Environ. Design	0	26	17	43
Area Studies	0	77	30	107
Biological Sciences	285	419	212	916
Business & Management	1028	690	280	1998
Communications	73	179	7	259
Computer & Info. Sciences	38	46	1	85
Education	1518	1110	264	2892
Engineering	0	278	164	442
Fine & Applied Arts	159	236	309	704
Foreign Languages	47	106	65	218
Health Professions	194	771	118	1083
Home Economics	18	247	32	297
Law	10	2	0	12
Letters	203	348	212	763
Mathematics	115	104	56	275
Physical Sciences	38	150	89	277
Psychology	293	445	167	905
Public Affairs & Services	151	122	32	305
Social Sciences	868	1074	457	2399
Theology	0	0	87	87
Interdisciplinary Studies	164	1359	552	2075
GRAND TOTALS	5202	8014	3151	16367

SOURCE: 1975 HEGIS

TABLE 3-11

NUMBER OF MASTER'S DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1974 AND JUNE 30, 1975 BY MAJOR FIELD OF STUDY, BY SEGMENT

Major Field of Study	Public Four Year	Public University	Private	Total
Agriculture & Nat. Resources	0	51	0	51
Architecture & Environ. Design	22	0	0	22
Area Studies	0	15	10	25
Biological Sciences	1	45	4	50
Business & Management	141	71	163	375
Communications	0	9	10	19
Computer & Info. Sciences	0	30	28	58
Education	993	454	733	2180
Engineering	0	116	69	185
Fine & Applied Arts	0	25	79	104
Foreign Languages	0	17	15	32
Health Professions	23	118	205	346
Home Economics	0	32	0	32
Letters	6	60	67	133
Library Science	0	240	0	240
Mathematics	8	31	34	73
Physical Sciences	0	64	44	108
Psychology	36	23	56	115
Public Affairs & Services	11	224	0	235
Social Sciences	31	123	193	347
Theology	0	0	87	87
Interdisciplinary Studies	0	0	196	196
GRAND TOTALS	1272	1748	1993	5013

SOURCE: 1975 HEGIS

TABLE 3-12

NUMBER OF DOCTORATE DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1974 AND JUNE 30, 1975 BY MAJOR FIELD OF STUDY, BY SEGMENT

Major Field of Study	Public University	Private University	Total
Agriculture & Natural Resources	19	0	19
Area Studies	3	0	3
Biological Sciences	41	39	80
Business & Management	4	0	4
Education	135	1	136
Engineering	43	13	56
Fine & Applied Arts	4	8	12
Foreign Languages	4	9	13
Health Professions	6	35	41
Letters	16	17	33
Library Science	2	0	2
Mathematics	16	12	28
Physical Sciences	42	29	71
Psychology	18	13	31
Public Affairs & Services	2	0	2
Social Sciences	45	66	111
Theology	0	3	3
Interdisciplinary Studies	0	4	4
GRAND TOTALS	400	249	649

SOURCE: 1975 HEGIS

TABLE 3-13

NUMBER OF FIRST PROFESSIONAL DEGREES CONFERRED IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION BETWEEN JULY 1, 1974 AND JUNE 30, 1975 BY MAJOR FIELD OF STUDY, BY SEGMENT

Major Field of Study	University of Baltimore	University of Maryland	Private University	Total
Health Professions	0	253	116	369
Law	333	226	0	559
Theology	0	0	12	12
GRAND TOTALS	333	479	128	940

SOURCE: 1975 HEGIS

CHAPTER IV
COORDINATION AND MONITORING OF THE STATE'S PUBLIC HIGHER EDUCATION DESEGREGATION PLAN

1. STATUS OF THE STATE'S DESEGREGATION EFFORTS

Student Composition — Undergraduates

Maryland is making significant progress in improving the racial mix of full-time undergraduate students at its public colleges and universities. For example, in the last five years the percentage of black full-time undergraduates in the 4-year predominantly white public colleges more than tripled (from 2.2% in 1970 to 7.3% in 1974). At the University of Maryland's predominantly white campuses, the percentage of black full-time undergraduates more than doubled in this time period (from 3.6% to 7.9%). At the predominantly white 2-year community colleges, the percentage of black full-time students almost doubled (from 3.8% in 1970 to 7.3% in 1974). Several of the State's public colleges have already reached the racial composition percentages projected for 1980 as the anticipated result of the full implementation of the State's Desegregation Plan.

Further efforts are being undertaken by the Council and the institutions to increase the number of full-time undergraduate white students at the State's predominantly black institutions. (See table 4-1 for full-time undergraduate enrollments by race at the State's public colleges and universities, 1970-74).

Student Composition — Graduates

A major problem which the Council and the institutions are trying to resolve is the relatively low enrollment of minorities in the State's graduate and professional schools. The Council is requesting funding, beginning in fiscal year 1977 for a *Minority/Other-Race Grants Program for Graduate and Professional School Level Students* which would help increase the enrollment of minorities at the public graduate and post-baccalaureate professional schools in the State of Maryland (See recommendation 2B). Additionally, several of the institutions have established fellowships, grants, assistantships, work-cooperative and remission of fees programs encouraging minorities to pursue graduate studies.

Recruitment

Recruitment activities are underway at the institutions to attract other-race student enrollment and increase the number of

minority high school students going on to higher education. One of the most effective methods for recruiting blacks for predominantly white institutions and whites to the predominantly black institutions is the State's Program of Other-Race Grants (see section on financial aid, below).

To help increase the number of minority students going to college and increase other-race student presence, the Council is developing a *Counseling and Recruitment Program* (See recommendation 2C-1). The program is designed to provide high school seniors with information about postsecondary education opportunities and is intended to assist them in making an objective and informed choice of institution without regard to its racial composition. This information will be presented in a student-oriented, informally-written style and will contain directions on how to obtain information about such topics as programs, admissions requirements, and financial aid at institutions.

Another recruiting activity for which the Council is seeking funding is the *Pre-Admission College and University Visitation Program* (See recommendation 2C-2). This Program would provide for transportation of financially disadvantaged high school seniors to both predominantly white and black institutions for the purpose of visiting the campuses prior to making formal application. These students ordinarily do not visit various campuses before admission. Exposing them to several campuses would allow them to better compare the educational opportunities available to them. Both the *Counseling and Recruitment Program* and the *Pre-Admission College and University Visitation Program* are intended to supplement institutional efforts in recruiting minority and other-race students. Institutional efforts include advertising and visits to high schools and community events by multi-racial recruitment teams which often include college students. Recruitment teams set up information booths to distribute literature and counsel high school students on career choices, programs available, financial aids opportunities, etc. Every campus of the State's public postsecondary education system has personnel who perform minority and other-race recruiting functions.

Retention

Retention programs are intended to keep educationally disadvantaged students in college by helping them to achieve their educational goals and adjust to the campus environment. Programs for this purpose exist in varying degrees at all of Maryland's public postsecondary institutions.

The Council has proposed a study of *Work-Cooperative Programs* at the institutions (See recommendation 2E). Work cooperative programs expose students to various types of job opportunities related to their academic studies, thereby encouraging them to finish the necessary educational requirements for graduation in their chosen fields.

Data on student retention rates by race have not been collected by the institutions on a regular basis. These data are being collected annually beginning Fall 1975 and will be evaluated to determine if a significant disparity exists between the retention rates of minority and non-minority students. The Council's Desegregation Committee is expected to analyze retention data and report its findings to the Council in June 1976.

Financial Aid

The Council has recommended and supported reform of the present State Scholarship system for several years. The present system causes concern for several reasons: (1) awards are not necessarily based on student need, (2) there is a potential loss of federal matching funds, (3) substantial funds are reverted to the State each year, and (4) there is an inequitable distribution of funds to institutions with high percentages of low income students. The desegregation efforts of the State will be enhanced by a more efficient and coordinated method of awarding financial aid on the basis of student need (See recommendation 5).

The State-funded Other-Race Grants Program (ORG) has been a highly effective method of encouraging black students to enroll at the predominantly white State Colleges and white students to enroll at the predominantly black State Colleges. For fiscal year '76, funds for ORGs were substantially increased and, for the first time extended to the University of Maryland. The Council feels that an Other-Race Grant program for the community colleges would provide much needed assistance to financially disadvantaged minority students wishing to attend the community colleges. (See recommendation 2-G).

The Council is requesting funds beginning fiscal year '76 to implement a *Financial Aids Dissemination and Liaison Program.* The program would be a Statewide coordinated effort to provide financial aid information directly to students and assist in the development of guidelines and procedures regarding financial aid policies for State and Federal financial aid programs. (See recommendation 2C-3).

Employment Composition

The limited numbers of minority faculty and administrative staff employed in Maryland's public postsecondary education institutions and the comparative concentration of these personnel in the predominantly black institutions is a serious problem requiring Statewide corrective programs. (See table 4-2 for a breakdown of full-time black and other minority faculty from 1972-1974). The Council has developed and is seeking funding beginning in fiscal '76 for programs to increase the number of minorities available for employment and to assist the institutions in the recruitment of minority candidates. Two programs are designed to increase the pool of qualified minorities for faculty and administrative positions. The first, *Minority/Other-Race Grants for Graduate and Professional School Students*, would assist in the recruitment and retention of students in post-baccalaureate programs. At present, very few state financial aid programs are open to students at this level. The second program, the *Minority/Other-Race Faculty and Administrative Internships*, would place graduate students completing their degree requirements in responsible faculty and administrative positions throughout the State for one year. This program would provide both financial support and job experience for minority and other race persons who would soon be available for State employment.

A third program, the *Central Placement Bureau and Faculty Exchange Program*, has two goals. The Central Placement Bureau is designed to inform institutions of minority/other-race candidates available for employment and inform candidates of job openings. The Faculty Exchange Program would provide a mechanism for faculty to teach a semester or longer at an other-race institution. As with other programs proposed by the Council, these are intended to supplement the institutions' own efforts to improve their employment composition.

The Council is instituting a review by the segment boards and institutions of in-service training programs for classified employee advancement opportunities. Findings of this review are expected to be submitted to the Council in June 1976. The Desegregation Committee of the Council will make appropriate recommendations as indicated by analysis of the findings.

Program Cooperation

The majority of public 4-year colleges and campuses of the University of Maryland report some degree of inter-institutional program cooperation with nearby institutions. Most feel, however,

that more extensive cooperation should and could be accomplished. Inter-segmental cooperation reported by UMAB, for example, includes faculty and staff consultation with the 4-year State Colleges and Morgan State University to review the course sequences of potential admissions candidates and offer advisement. UMAB is also coordinating the development of a consortium for inter-institutional cooperative programs among the public postsecondary education institutions in the State.

2. SPECIFIC COUNCIL ACTIVITIES RELATED TO DESEGREGATION IN 1975

Desegregation Committee

The Council has a committee which focuses attention on the Council's desegregation activities. The staff consults with this committee on all new program proposals and the Council's position on various policies relating to desegregation prior to their introduction to the full council membership.

Monitoring Visits to Institutions with Representatives of the Office for Civil Rights

During the month of April, the Chief, Equal Postsecondary Education and other staff members accompanied representatives of OCR on a series of on-site campus visits and meetings with executive officers and administrators of institutions selected by OCR. The meetings were requested by OCR to observe for themselves the condition of facilities and to discuss specific concerns related to the institutions' desegregation activities. OCR representatives attended and addressed a meeting of the Council in April 1975 and met with Council staff members on several other occasions during the year.

Consultation Visits for Institutional Midyear Status Reports

To assist the institutions in the preparation of reports on the status of their desegregation efforts, the staff visited the campuses to consult with administrators responsible for the reports, and then prepared individualized reporting guidelines to fit each institutions' situation.

Reconciliation of Federal Reporting Forms and Requirements with State Procedures

In February, the Office for Civil Rights held a regional meeting in Atlanta to present their proposed report forms and requirements for the Fall reporting period. The Chief, Equal Postsec-

ondary Education of the Council staff presented his concerns regarding deadlines, definitions, and data to be collected by the State. As a result of this meeting, OCR modified, clarified, and simplified some of its requirements.

Desegregation and HEGIS Reporting Seminar

Desegregation staff members participated in a July seminar sponsored by the Council to present and explain the Fall '75 data report forms, answer questions and resolve reporting problems. The Council staff has coordinated and dovetailed desegregation reporting requirements with OCR and HEGIS forms to streamline and simplify the institutions' reporting responsibilities.

Proposed Statewide Desegregation Programs

During the past year the Council has developed a number of Statewide programs designed to supplement institutional efforts to improve student and employment composition, increase the pool of minority faculty and administrators and provide more opportunities for minorities to pursue their education beyond the baccalaureate level. Budget requests were prepared for funds to implement these programs and submitted to the Department of Budget and Fiscal Planning. Prior to final submission of the budget requests and program descriptions, the Council obtained the endorsement of segment and institutional desegregation coordinators who felt that the programs would help their efforts. The Council has also endorsed, in principle, the institutional fiscal year '77 supplemental budget requests for desegregation efforts.

Review of Proposed New Academic Degree Programs and Facilities

The potential impact on the State's desegregation efforts of 26 proposed new degree or certificate programs for Fall '75 implementation and two for Spring '76 implementation at the public higher education institutions was studied and assessed by the staff and the Council's standing Program Review Committee. A number of factors such as potential racial mix of student enrollment, whether the programs would duplicate offerings at other public institutions, and availability of financial aid were considered before the programs were approved by the Council.

Similarly, the potential impact of construction of two new facilities and expansion of a third at community colleges was assessed before approval by the Council. In the Fall, the Council sponsored two meetings of appropriate personnel from the institutions and segment boards to develop criteria and procedures

which would be both acceptable and workable for all the institutions in assessing the potential impact of new degree programs and facilities construction on desegregation. It is expected that these criteria and procedures will be completed and distributed to the institutions by the end of 1975.

Evaluation of Functions and Activities of the Maryland State Scholarship Board and the Maryland Higher Education Loan Corporation

Members of the Council staff visited the offices of these organizations to discuss their activities and distribution of scholarships and loans. The purpose of these discussions was to determine whether qualified students are being denied higher educational opportunity because they do not have access to financial assistance. Details of these evaluations are reported in the "First Midyear Desegregation Status Report."

Desegregation Impact Studies

Impact studies on the Center for Urban Affairs at Morgan State University and the Institute for Urban Studies at UMCP, and the Center for Environmental and Estuarine Studies of the University of Maryland were conducted by the Council staff. These studies involved interviews with personnel at the institutions. Findings of the studies are reported in the "First Midyear Desegregation Status Report."

Meetings with Representatives of Minority Organizations

On several occasions during the past year the Council staff has met with representatives of the NAACP and other minority organizations for discussions on their views and concerns regarding the State's desegregation progress.

Counseling and Recruitment Brochure

The Council has prepared a brochure for distribution among high school students. The brochure describes the types of postsecondary educational institutions in the State (public and private) and types of academic and financial aid programs available to students. The purpose of the brochure is to encourage students to seek more information about postsecondary opportunities from their guidance counselors and from the institutions.

Central Placement Bureau for Faculty and Administrators

The Council has established a Central Placement Bureau to assure maximum exposure, particularly for minority candidates, to all faculty and administrative employment opportunities within

the State's public higher education system. When in full operation this coming Spring, information on candidates for employment, recent graduate and professional school graduates, and employment vacancies will be collected from each institution. This information will be compiled and distributed to all institutions. Additionally, the Council has been distributing to the institutions listings of minority candidates compiled four times annually by the Southern Regional Education Board.

Affirmative Action

The Council staff has collected Affirmative Action Plans from the public postsecondary institutions and sponsored and attended several meetings to discuss and resolve special problems faced by the institutions in carrying out the Federal Government's regulations in accordance with Executive Order #11246. This Order prohibits employment and promotion discrimination based on race, color, religion, sex or national origin by institutions or organizations receiving Federal funds.

Study of Title IX of the Education Amendments of 1972

To determine what role the Council should take in regard to Title IX — prohibiting discrimination based on sex, the Council undertook an extensive study of the regulations and interpretations of this Title. It has been decided that, for the time being, the Council will carry out the role of assisting the institutions to collect data and distribute pertinent information to the institution based on sex.

3. OFFICIAL DESEGREGATION REPORTS

During the past year the Council prepared two reports on the State's desegregation efforts. The "First Annual Desegregation Status Report", which was primarily data-oriented, was submitted on behalf of the State to OCR in February '75. The "First Midyear Desegregation Status Report" was submitted to OCR in August '75. The Midyear Report was primarily evaluative and contained recommendations and program proposals to further the State's desegregation efforts in certain critical areas. Copies of these reports were distributed by the Council to Maryland's public colleges and universities, the Executive Department, members of the General Assembly, and other State agencies. Since submission of the First Midyear Report, the Council has begun preparation of the Second Annual Report which will be submitted to the Office for Civil Rights in February '76.

4. ACTIVITIES PLANNED IN 1976

In addition to preparing, publishing and distributing the annual and midyear reports in '76, the Council plans to implement the courses of action proposed in the "First Midyear Desegregation Status Report", and the Statewide programs designed to expedite the State's desegregation progress within funding appropriated for the purpose. As indicated earlier, there are several areas which need special attention. These areas are student recruitment and retention, employment composition, and scholarship reform.

Maryland's Position Regarding the Office for Civil Rights' Charge of Non-Compliance

The Office for Civil Rights, in a letter to Governor Mandel dated August 7, 1975 charged that Maryland is in non-compliance with Title VI of the Civil Rights Act and ". . . has repeatedly failed to act in a manner which would indicate that it is executing the (Desegregation) Plan promptly and vigorously." Further, the Office for Civil Rights stated enforcement action would be initiated if the State failed to take specific "required action" within as little as 30 days. In response, Governor Mandel flatly rejected these allegations and advised the Office for Civil Rights that "Maryland, on the other hand, will carry out its desegregation commitment in accordance with the time frames and general provisions of the Plan." Representatives of the Executive Branch and the Council have met with officials of the Department of Health, Education and Welfare and the Office for Civil Rights to reach a mutually acceptable agreement on what actions the State will take, while still preserving its right to govern its own higher education system and determine its own priorities.

5. CONCLUSION

Maryland is progressing in its desegregation efforts. Additional funding beyond the guidelines set forth by the Executive Branch is needed by the Council and the public higher education institutions in order to continue progress in implementing the proposed programs. Additionally, passage of appropriate legislation to reform the present scholarship and financial assistance system, which does *not* involve additional cost to the State, is strongly urged by the Council.

TABLE 4-1

TRENDS IN RACIAL COMPOSITION OF FULL-TIME UNDERGRADUATE STUDENTS, 1970-'74 AND 1980 PROJECTED RANGES

Maryland Public Higher Education Institutions	1970			1971			1972		
	Full-Time All Races	Full-Time Black	% Black	Full-Time All Races	Full-Time Black	% Black	Full-Time All Races	Full-Time Black	% Black
COMMUNITY COLLEGES:									
Allegany Community College	762	11	1.4	880	7	.8	805	12	1.5
Anne Arundel Community College	1,501	65	4.3	1,803	65	3.6	1,620	77	4.8
Catonsville Community College	2,615	25	1.0	2,782	79	2.8	2,651	66	2.5
Cecil Community College	142	2	1.4	156	6	3.8	189	14	7.4
Charles County Community College	327	22	6.7	389	50	12.9	389	42	10.8
Chesapeake College	291	31	10.7	338	55	16.3	327	32	9.8
Community College of Baltimore	3,167	1,269	40.1	3,185	1,590	49.9	2,698	1,513	56.1
Dundalk Community College	0	0	0	69	6	8.7	138	13	9.4
Essex Community College	2,130	55	2.6	2,247	55	2.4	2,612	62	2.4
Frederick Community College	540	28	5.2	566	22	3.9	462	30	6.5
Garrett Community College	0	0	0	55	0	0	107	0	0
Hagerstown Junior College	851	9	1.1	803	21	2.6	793	47	5.9
Harford Junior College	948	62	6.5	964	69	7.2	943	87	9.2
Howard Community College	248	9	3.6	310	27	8.7	317	63	19.9
Montgomery College Rockville & Takoma Park, combined	4,630	154	3.3	5,004	182	3.6	5,799	202	3.5
Prince George's Community College	3,410	218	6.4	3,612	262	7.3	3,451	400	11.6
TOTAL COMMUNITY COLLEGES	21,562	1,960	9.1	23,163	2,496	10.8	23,301	2,660	11.4
STATE COLLEGES:									
Bowie State College	1,274	904	71.0	1,224	798	65.2	1,596	1,078	67.5
Coppin State College	1,111	1,042	93.8	1,578	1,505	95.4	1,667	1,570	94.2
Frostburg State College	2,007	41	2.0	2,314	83	3.6	2,484	114	4.6
Morgan State College	3,815	3,668	96.1	3,966	3,788	95.5	4,340	4,156	95.8
Salisbury State College	1,299	15	1.2	1,476	21	1.4	1,655	71	4.3
St. Mary's College of Maryland	782	**	**	860	**	**	909	**	**
Towson State College	5,667	161	2.8	6,180	194	3.1	6,694	392	5.9
University of Baltimore	***			***			***		
TOTAL STATE COLLEGES	15,955	5,849	36.7	17,598	6,389	36.3	19,345	7,415	38.3
UNIVERSITY OF MARYLAND:									
U. of Md.—College Park	25,066	861	3.4	25,667	1,169	4.6	24,859	1,256	5.1
U. of Md.—Baltimore City	808	23	2.8	693	33	4.8	870	37	4.3
U. of Md.—Baltimore County	2,954	153	5.2	3,712	285	7.7	4,611	440	9.5
U. of Md.—Eastern Shore	****	****	****	****	****	****	****	****	****
TOTAL UNIV. OF MARYLAND	28,828	1,037	3.6	30,072	1,487	4.9	30,340	1,733	5.7
GRAND TOTALS	66,345	8,828	13.3	70,833	10,372	14.6	72,986	11,744	16.1

(Continued Next Page)

Maryland Public Higher Education Institutions	1973			1974			1980 Projected Ranges: *		
	Full-Time All Races	Full-Time Black	% Black	Full-Time All Races	Full-Time Black	% Black	Range of Full-Time All Races	Range of Full-Time Black	Range of % Black
COMMUNITY COLLEGES:									
Allegany Community College	794	16	2.0	851	13	1.5	853	17	2
Anne Arundel Community College	1,634	106	6.5	1,877	86	4.6	2,218	288	13
Catonsville Community College	2,588	91	3.5	2,472	161	6.5	3,071	154	5
Cecil Community College	238	16	6.7	279	16	5.7	320	22	7
Charles County Community College	417	41	9.8	447	41	9.2	810	275	34
Chesapeake College	281	35	12.5	282	40	14.2	384	115	30
Community College of Baltimore	2,345	1,636	69.8	2,511	1,782	71.0	2,986	2,120	71
Dundalk Community College	247	24	9.7	338	32	9.5	618	31	5
Essex Community College	2,790	61	2.2	2,394	70	2.9	2,986	149	5
Frederick Community College	494	24	4.9	482	21	4.4	682	68	10
Garrett Community College	126	0	0	146	0	—	149	—	—
Hagerstown Junior College	786	43	5.5	780	35	4.5	1,066	53	5
Harford Junior College	998	85	8.5	958	76	7.9	1,280	115	9
Howard Community College	416	41	9.9	416	66	15.9	1,258	151	12
Montgomery College Rockville & Takoma Park, combined	6,071	241	4.0	5,120	219	4.3	7,677	537	7
Prince George's Community College	3,845	537	14.0	3,687	628	17.0	5,642	1,467	26
TOTAL COMMUNITY COLLEGES	24,070	2,997	12.5	23,040	3,286	14.3	32,000	5,562	17.4
STATE COLLEGES:									
Bowie State College	1,718	1,218	70.9	1,668	1,240	74.3	4,100	2091-2132	51-52
Coppin State College	1,629	1,502	92.2	1,647	1,538	93.4	2,300	1679-1840	73-80
Frostburg State College	2,614	116	4.4	2,756	141	5.1	3,100	186-248	6-8
Morgan State College	3,865	3,717	96.2	3,705	3,461	93.4	4,900	3572-3768	73-77
Salisbury State College	1,853	130	7.0	2,248	148	6.6	2,500	270-310	11-12
St. Mary's College of Maryland	960	**	**	922	31	3.4	1,100	138-150	13-14
Towson State College	7,076	502	7.1	7,688	484	6.3	7,400	1020-1167	14-16
University of Baltimore	***			1,646	317	19.3	2,000	315-345	16-17
TOTAL STATE COLLEGES	19,715	7,185	36.4	22,280	7,360	33.0	27,400	9271-9960	33.8-36.4
UNIVERSITY OF MARYLAND:									
U. of Md.—College Park	24,281	1,629	6.7	23,977	1,568	6.5	25,000	3250-4000	13-16
U. of Md.—Baltimore City	1,040	56	5.4	1,446	90	6.2	7,700	1386-1540	18-20
U. of Md.—Baltimore County	5,063	613	12.1	4,757	729	15.3	1,300	182-234	14-18
U. of Md.—Eastern Shore	890	597	67.1	956	695	72.7	1,500	750-900	50-60
TOTAL UNIV. OF MARYLAND	31,274	2,895	9.3	31,136	3,082	9.9	35,500	5568-6674	15.7-18.8
GRAND TOTALS	75,059	13,077	17.4	76,456	13,728	18.0	94,900	20,401-22,196	21.5-23.4

* Source: Governor's Desegregation Task Force. These projections are not to be construed as mandatory quotas for 1980 or any other year.

** Student racial composition data not available for all years.

*** U. of Balto. became a public institution January 1975; therefore it is not included in public totals for years 1970-73 but is included in 1974 totals for purposes of this report.

**** Information for 1970, 1971, and 1972 did not break students into full or part-time. Total figures for those years were:
1970: 766 all students, 593 blacks (76.4%); 1971: 776 all students, 574 blacks (74.0%); 1972: 868 all students, 628 blacks (72.4%).

This table was originally reported in the Midyear Desegregation Status Report

TABLE 4-2
TRENDS IN RACIAL COMPOSITION OF FULL-TIME FACULTY, 1972-1974
(This table was originally reported in the First Annual Desegregation Status Report)

Institution	1972				1973				1974			
	White	Black	Other Minority	Total	White	Black	Other Minority	Total	White	Black	Other Minority	Total
	N %	N %	N %	N (100%)	N %	N %	N %	N (100%)	N %	N %	N %	N (100%)
COMMUNITY COLLEGES:												
Allegany	68 (99)	0	1 (1)	70	69 (99)	0	1 (1)	70	73 (100)	0	0	73
Anne Arundel	146 (99)	0	1 (1)	147	132 (99)	0	1 (1)	150	148 (99)	0	1 (1)	49
Baltimore	150 (88)	20 (12)	0	170	128 (79)	33 (20)	1 (1)	162	125 (84)	23 (16)	0	148
Catonsville	177 (97)	6 (3)	0	183	168 (97)	5 (3)	0	173				
Cecil	12 (100)	0	0	12	12 (100)	0	0	12	17 (100)	0	0	17
Charles	39 (95)	2 (5)	0	41	40 (95)	2 (5)	0	42	37 (97)	1 (3)	0	58
Chesapeake	22 (96)	0	1 (4)	23	22 (96)	0	1 (4)	23	23 (100)	0	0	23
Dundalk	12 (92)	1 (8)	0	13	14 (78)	3 (17)	1 (5)	18	23 (96)	1 (4)	0	24
Essex	150 (96)	3 (2)	4 (2)	157	165 (96)	3 (2)	4 (2)	172	155 (95)	2 (1)	7 (4)	164
Frederick	31 (97)	1 (3)	0	32	28 (97)	1 (3)	0	29	38 (97)	0	1 (3)	29
Garrett	9 (100)	0	0	9	9 (100)	0	0	9	9 (100)	0	0	9
Hagerstown	61 (98)	0	1 (2)	62	57 (98)	0	1 (2)	58				
Harford	66 (96)	2 (3)	1 (1)	69	72 (90)	5 (6)	3 (4)	80	67 (96)	2 (3)	1 (1)	70
Howard	30 (97)	1 (3)	0	31	36 (94)	1 (3)	1 (3)	38	28 (97)	1 (3)	0	29
Montgomery	363 (96)	10 (3)	2 (1)	375	375 (96)	13 (3)	2 (1)	390				
Prince George's	219 (92)	13 (5)	7 (3)	239	248 (91)	20 (7)	5 (2)	273	190 (92)	10 (5)	8 (3)	217
TOTAL COMMUNITY COLLEGES*	1556 (96)	59 (4)	18 (1)	1633	1595 (94)	86 (5)	21 (1)	1702				
STATE COLLEGES:												
Bowie	48 (37)	74 (58)	7 (5)	129	55 (38)	82 (56)	9 (6)	146	38 (31)	76 (63)	7 (6)	121
Coppin	39 (32)	74 (61)	9 (7)	122	45 (32)	84 (60)	11 (8)	140	48 (32)	104 (68)	0	152
Frostburg	157 (96)	1 (1)	5 (3)	163	156 (96)	1 (1)	6 (3)	163	162 (96)	2 (1)	5 (3)	169
Morgan	60 (19)	237 (76)	16 (5)	313	58 (18)	242 (77)	16 (5)	316	51 (18)	219 (76)	16 (6)	286
Salisbury	110 (99)	1 (1)	0	111	117 (96)	3 (2)	2 (2)	122	123 (92)	6 (4)	5 (4)	134
Towson	391 (95)	17 (3)	3 (2)	411	413 (96)	15 (4)	0	428	399 (93)	13 (3)	19 (4)	431
TOTAL STATE COLLEGES*	805 (64)	401 (32)	43 (4)	1249	844 (64)	427 (33)	44 (3)	1315	821 (64)	420 (32)	52 (4)	1293
UNIVERSITY OF MARYLAND:												
College Park	1369 (96)	26 (2)	37 (2)	1432		30			1250 (94)	28 (2)	56 (4)	1332
Baltimore City	594 (91)	30 (5)	26 (4)	650	675 (90)	48 (6)	32 (4)	755				
Baltimore County	182 (86)	29 (9)	11 (5)	222	230 (87)	21 (8)	12 (5)	263				
Eastern Shore	27 (38)	37 (51)	8 (11)	72	29 (40)	34 (46)	10 (14)	73	35 (47)	35 (46)	5 (7)	76
University College	19 (95)	0	1 (5)	20**	29 (100)	0	0	29**	9 (90)	0	1 (10)	10
TOTAL UNIV OF MD.*	2201 (92)	112 (5)	83 (3)	2396								

* Segment totals are provided by year only if all member institutions of the segment reported data

** In addition to the number of faculty reported in the table there were 16 faculty in 1972 and 3 faculty in 1973 whose race was unknown

Note: 1972 and 1973 data were reported by the Governor's Desegregation Task Force. St. Mary's College of Maryland and the University of Baltimore are not included on this table because trend data from these years were not reported.

CHAPTER V
COUNCIL ACTIVITIES

1. REORGANIZATION OF COUNCIL COMMITTEE STRUCTURE

The Maryland Council for Higher Education has utilized the committee approach to study problems in higher education since its inception in 1965. The Council has had the responsibility to develop recommendations for public postsecondary education which impinges upon the lives of all residents in the State. This approach has guaranteed extensive involvement of the citizens of the State on the one hand. On the other hand, the Council has benefited immeasurably from the intelligence and expertise of the community at large in all of its endeavors.

Committees formed by the Council generally fall into two categories: Standing Committees or Ad Hoc Committees. The functions of the Standing Committees and their membership as of July 1, 1975 are as follows:

Executive Committee — This Committee has the primary responsibility for the definition of the policies under which the conduct of Council business operates. The membership of the Committee is —

Harry K. Wells, Chairman
Don R. Kendall
Rev. Joseph A. Sellinger, S. J.
Jack F. Tolbert
Henry C. Welcome

Coordination and Review Committee — This Committee has the responsibility for receiving, reviewing, and providing for the Council recommendations on program, budget, and facilities proposals. The membership is —

Don R. Kendall, Chairman
Thelma B. Cox
Ellery B. Woodworth

Data and Research Committee — The Council's extensive data collection and the conduct of special studies fall within the purview of this Committee. The membership of this Committee is —

Rev. Joseph A. Sellinger, S. J., Chairman
Gertrude H. Crist
Ellery B. Woodworth

Desegregation Committee — The function of this Committee is to monitor, guide, and provide counsel if necessary to all institutions in the development of plans and proposals to implement the State's Desegregation Plan. The Committee also supervises the preparation of the annual and semi-annual reports which are prepared for the Office of Civil Rights, Department of Health, Education and Welfare and for distribution to the general public. The membership of this Committee is —

Henry C. Welcome, Chairman
R. Lee Hornbake
Edmund C. Mester

Master Plan and Policy Committee — The principle functions of this Committee are those of the formulation and updating of the Master Plan for Higher Education in the State of Maryland. In addition, policy studies with respect to the tripartite structure and other aspects of postsecondary education in the State are its responsibilities. The membership of the Committee is —

Jack F. Tolbert, Chairman
William P. Chaffinch
Austin E. Penn

Ad Hoc Committees — The Council finds it necessary from time to time to establish separate committees for the purpose of dealing with specific problems, proposals, and issues which are forwarded to the Council for consideration. The life of these Committees is determined by the time and resources required for the accomplishment of these specific responsibilities. Illustrative of the *Ad Hoc* Committees are the following: Allied Health Manpower Committee, Chairman, Ellery B. Woodworth; Articulation Committee, Chairman, R. Lee Hornbake; Statewide Academic Library Committee, Chairman, Ellery B. Woodworth; Veterinary Medicine, Chairman, Rev. Joseph A. Sellinger, S. J.; Optometric Manpower Study Committee, Chairman, Gertrude H. Crist; and Finance Committee, Chairman, Austin E. Penn.

All of the Committees, whether standing or *ad hoc*, make their reports to the Council at regularly stated intervals. The Council, while generally responsive to committee recommendations, is the body which is responsible for the formulation of Council positions on all matters forwarded from committees.

2. STUDIES COMPLETED

Veterinary Medicine Study

The Maryland Council for Higher Education was requested by the Governor to undertake a study in 1974 of the ways in which the State's need for additional manpower in the field of Veterinary Medicine might be met.

Under the guidance of an appointed Council Committee, the Council began the study in consultation with the University of Maryland, The Johns Hopkins University, the Maryland Veterinary Medical Association, the Southern Regional Education Board, and the State Council of Higher Education for Virginia.

One of the first findings was that six other states in the Southern Regional Education Board area were also investigating the possibility of increasing their Veterinary Manpower, and schools were either being planned or construction had begun in several of them. Louisiana State University was providing an entering class of 36 students in January of 1974 and a class of 48 in September of the same year. The State of Florida was building a school, planning for an entering class of 40 students in 1976, and increasing to a class of 80 students when its facilities were completed. Mississippi planned to establish a school by 1980, with the expectation that at least a fraction of its 40-50 student spaces would be allocated to the SREB region along with the consequent release of Mississippi's currently allotted spaces in existing schools. North Carolina intended to build a regional school by 1980-82, while Tennessee was attempting to move beyond the planning stage for the establishment of a school.

The Council completed its study in January, 1975, and the Governor accepted and endorsed its major recommendations. The expectation that Maryland would get its fair share of the additional student spaces to be created by the establishment of the new schools and the "freeing" of spaces in the existing ones precluded a recommendation that Maryland build a school of its own.

The recommendations forwarded to the Governor can be found in Chapter I of this Annual Report.

Survey of Graduate Teaching Assistants

In late 1974, and early 1975, the Council conducted a survey concerning graduate assistants at the University of Maryland. The first portion of the study examined the amount of teaching or research performed by these graduate students in exchange for their appointment to an assistantship. A total work week of be-

tween 20 and 30 hours was most frequently reported, with the majority of courses being taught being the traditional recitation/discussion or laboratory sections.

The second portion of the study consisted of a questionnaire distributed to students enrolled in classes taught by a graduate assistant. Among the questions asked were the following:

> "In general, the instruction I received in this course was: (A) much better than; (B) better than; (C) as good as; (D) poorer than; (E) much poorer than; the instruction I have experienced in most other courses in the University."

An analysis of the more than 14,000 responses showed that over 85% of the students responded to this question with one of the first three choices.

Faculty Workload Study

During the 1974 Spring Semester, a faculty activity survey form was distributed among the faculties of all of Maryland's public colleges and university campuses and among several private institutions. The extensive processing, analysis, and review of the data obtained culminated in a report published by the Council in August of 1975.

The results, based on a response rate of over 80% for the participating institutions, indicated a range for full-time faculty members of a teaching load of from 7.8 credits or 33.3 hours per week at the University of Maryland to 11.5 credits or 42.7 hours per week in the community colleges. University faculty members reported devoting larger portions of their time to research and general scholarships with an average total workweek of approximately 60 hours being reported by faculty members in all segments.

A review of research and studies done in other states indicated that faculty members in Maryland's institutions of higher education report workloads similar to those of their counterparts in other states.

CAREER EDUCATION IN THE PROPRIETARY SCHOOLS

As the State's 1202 Commission, the Council has focused considerable attention on proprietary postsecondary educational institutions in the State.

A comprehensive listing of proprietary schools offering career-related programs has been developed. Over 650 schools were initially identified resulting in a categorization of those which have traditionally trained their students in skills necessary for entry-level job competence. With the assistance of the Maryland State Department of Education, Division of Certification and Accreditation, 186 proprietary schools were identified as offering vocational education programs appropriate to the Council's responsibilities.

A Council survey of these institutions resulted in a comprehensive statewide directory. The criteria for listing in the directory were those schools responding to the Council survey which were approved by the Maryland State Department of Education.

The resultant inventory of programs in the proprietary schools provides a new resource for guidance and answers those questions of utmost importance to prospective students such as: types of vocational-occupational programs available, tuition costs, length of programs, awards granted, entrance requirements, and a brief description of the program.

The directory was forwarded to junior high schools, senior high schools, colleges and libraries in the State of Maryland. The Council anticipates updating this publication annually.

3. STUDIES IN PROGRESS OR PLANNED

Tome Hill

During the 1975 Legislative Session, House Joint Resolution Number 89 was enacted requesting that "the Maryland Council for Higher Education conduct a feasibility study to determine the future use of the Tome Hill School facility for educational programs in the area". The Council formed a committee to conduct the study which included representatives from the State Board for Community Colleges, the State Department of Planning, the Board of Trustees of the Maryland State Colleges, the University of Maryland, the State Department of Education, the General Assembly, and the local government agencies. Mr. Ellery B. Woodworth is chairman of the committee.

The Committee visited the Tome Hill School facility on July 8, 1975 and inspected the facilities to determine the feasibility of their continued use for educational purposes. Following the visit to the facility, a questionnaire was developed and forwarded to each committee member requesting their response to a series of questions relating to suggested educational uses of the school.

Once the questionnaires were returned and the responses tabulated, a second meeting was arranged for those individuals who expressed a desire to explore the possible uses of the facility further. Completion of the study is anticipated during the spring of 1976.

Legal Education in Maryland

In May 1975 the Governor requested the Council to establish and coordinate an Ad Hoc study group to establish the total requirement for legal education in Maryland including the private sector. The requirements based on the foregoing were to develop realistic enrollment projections for those institutions providing legal education in Maryland. In response to the Governor's request, the Council formed an Ad Hoc Committee chaired by Reverend Joseph A. Sellinger, S. J. Data concerning legal education in Maryland has been prepared by the Council staff and this, as well as other supplementary information, is being utilized by the Ad Hoc Committee for its analyses and deliberations. Completion of this study is anticipated during the spring of 1976.

Optometric Education

The 1975 Maryland General Assembly passed Senate Joint Resolution Number 67, which resolved —

> "That the proper authorities study the possibility of solving this Optometric Manpower Shortage in the State of Maryland; and be it further
>
> Resolved, that this matter be referred to the Maryland Council for Higher Education to study ways in which sufficient professional manpower can be obtained in order to protect and promote the visual welfare of the public; and be it further
>
> Resolved, that the Maryland Council for Higher Education further study and investigate the feasibility of establishing a School of Optometry in Maryland . . .".

Upon receiving the Resolution, the Council referred the matter to the Data and Research Committee and that Committe designated Mrs. Gertrude Crist to serve as Chairman of an Ad Hoc Committee to study the question. The Ad Hoc Committee was formed representative of Optometrists, Ophthalmologists, the University of Maryland, The Johns Hopkins University, the State Department of Education, the Maryland Department of Health and Mental Hygiene, the State Colleges, the Community Colleges, the Maryland Optometric Association, and a Health Maintenance Organization. Contacts were established with the Southern Regional

Education Board and the State Council of Higher Education for Virginia, each of which had completed studies which impacted heavily upon the question of how the need for Optometric Manpower should be met in the State of Maryland.

It is anticipated that the Committee will complete its study in January 1976.

Patterns of Academic Success (PASS)

The PASS study is concerned with describing population characteristics and academic performance records of students who enrolled for the first time in the public institutions of higher education in the State in the Fall Semester of 1970.

Institutional cooperation in the sharing of registration information has made it possible to follow the academic progress of students from their initial enrollment in 1970 through the Summer Semester of 1975. The collection of data from this longitudinal study was completed in October of 1975. Current staff activities are directed toward designing statistical analyses and a computer file structure in which to organize the large amount of data so that conclusions from the study may be obtained.

Financing Higner Education

In keeping with the charge of "Senate Joint Resolution Number 54" passed by the 1975 General Assembly, the Maryland Council for Higher Education initiated a postsecondary education finance study. Although the resolution concerned community colleges, the Council recognized the need to broaden the scope of the study to all Maryland postsecondary education with respect to funding, construction, and educational standards.

A Council committee has been formed, chaired by Mr. Austin Penn. The Council committee will be assisted by an advisory committee comprised of two representatives from each of the three public postsecondary education sectors and the private sector with one representative from the proprietary sector.

The expected completion date of the study is mid-summer 1976.

"Satellite" Program Offerings

The Council is presently engaged in a study of "Satellite" Program Offerings. Initially, this study should furnish information on the location of credit courses or degree programs offered away

from the home campus of Maryland based institutions. The Council should also be able to ascertain the public and private colleges and universities which are not Maryland institutions offering off campus classes and/or degree programs in Maryland.

4. ACADEMIC PROGRAM RELATED ACTIVITIES

During 1975, the Program Review Committee reviewed and recommended for endorsement a number of new degree and certificate programs proposed for implementation at the public and private colleges and universities in Maryland. The following list of programs, by institution, represents programs officially endorsed by the Council for implementation in Fall 1975 and Spring 1976.

In the case of new degree programs at Morgan State University and the University of Baltimore, the Council approves new programs.

CATONSVILLE COMMUNITY COLLEGE

Construction Management Technology ..... (A.A., Certificate)
Industrial Maintenance Technology ..... (A.A., Certificate)
Machining and Tooling Technology ..... (A.A., Certificate)

CHARLES COUNTY COMMUNITY COLLEGE

Real Estate ..... (A.A., Certificate)

CHESAPEAKE COMMUNITY COLLEGE

Early Childhood Development ..... (Certificate)

COMMUNITY COLLEGE OF BALTIMORE

Piano Technician ..... (A.A., Certificate)

DUNDALK COMMUNITY COLLEGE

Media Technology ..... (A.A.)
Secretarial Science ..... (A.A., Certificate)

ESSEX COMMUNITY COLLEGE

Data Processing ..... (A.A., Certificate)
Packaging Technology ..... (A.A., Certificate)
Restaurant-Club Management ..... (A.A., Certificate)
Podiatric Assistant ..... (A.A., Certificate)

FREDERICK COMMUNITY COLLEGE

Dental Assistant ..... (Certificate)
Industrial Technology
(Electric Power Option) ..... (A.A., Certificate)

HARFORD COMMUNITY COLLEGE

Criminal Justice ..... (A.A.)
Accounting ..... (A.A.)

HOWARD COMMUNITY COLLEGE

Business Management ..... (A.A.)
Carpenter Helper ..... (Certificate)

GARRETT COMMUNITY COLLEGE

Law Enforcement ..... (A.A., Certificate)

PRINCE GEORGE'S COMMUNITY COLLEGE

Child Care Assistant ..... (A.A., Certificate)

TWO-YEAR PRIVATE COLLEGES

VILLA JULIE COLLEGE

Court Reporting ..... (A.A.)
Accounting ..... (A.A.)

FOUR-YEAR PUBLIC COLLEGES AND UNIVERSITIES

MORGAN STATE UNIVERSITY

Art ..... (M.A.)

SALISBURY STATE COLLEGE

Psychology ..... (M.A.)

TOWSON STATE COLLEGE

Health Record Administration ..... (B.S.)

UNIVERSITY OF BALTIMORE

Applied Psychology ..... (M.S.)
Public Administration ..... (M.P.A.)
Taxation ..... (M.S.)
Economics ..... (M.S.)

UNIVERSITY OF MARYLAND

UNIVERSITY OF MARYLAND — BALTIMORE COUNTY

Applied Sociology: Specialization in Medical Sociology and Sociology of the Aging ..... (M.A.)

FOUR-YEAR PRIVATE COLLEGES

GOUCHER COLLEGE

Dance ..... (B.A.)

HOOD COLLEGE

Biomedical Science ..... (M.S.)
Counseling & Psychological Services ..... (M.A.)
Recreation ..... (B.A.)

LOYOLA COLLEGE

Finance ..... (M.S.)
Pastoral Counseling ..... (M.A./M.S.)
Rehabilitation Counseling ..... (M.A./M.S.)

MOUNT SAINT MARY'S COLLEGE

Business Administration ..... (M.B.A.)
Professional Arts ..... (B.S.)

WESTERN MARYLAND COLLEGE

Liberal Arts ..... (M.L.A.)

Allied Health Manpower Committee

During 1975, the Committee reviewed the below listed allied health program proposals submitted by Maryland's public institutions of higher education:

UNIVERSITY OF MARYLAND — BALTIMORE COUNTY

Applied Sociology: Specialization in Medical Sociology and Sociology of the Aging .... (M.A.)

SALISBURY STATE COLLEGE

Nursing ..... (B.S.)

COMMUNITY COLLEGE OF BALTIMORE

Emergency Medical Services ..... (A.A.)
Gerontology ..... (A.A.)

ESSEX COMMUNITY COLLEGE

Podiatric Assistant ..... (A.A.)

FREDERICK COMMUNITY COLLEGE

Dental Assistant ..... (A.A.)

The Committee also reviewed the following letters-of-intent for programs to be implemented in Fall 1976 submitted by Maryland's public community colleges:

COMMUNITY COLLEGE OF BALTIMORE — Histologic Technician
Operating Room Technician
Nursing Home and Sheltered Housing Administration
Medical (Office) Assistant

CATONSVILLE COMMUNITY COLLEGE — Emergency Medical Services

CHARLES COUNTY COMMUNITY COLLEGE — Licensed Practical Nurse/ (Certificate)
Optical Technologies/ (Bioscience Technician)

FREDERICK COMMUNITY COLLEGE — Biomedical Laboratory Technician

HAGERSTOWN JUNIOR COLLEGE — Emergency Medical Services

HOWARD COMMUNITY COLLEGE — Paraoptometric Technician

PRINCE GEORGE'S COMMUNITY COLLEGE — Medical Record Technician
Respiratory Therapist
Nuclear Medicine Technician

5. FACILITIES RELATED ACTIVITIES

Space Projection Guidelines

The Council has been working cooperatively with the University of Maryland and the State Colleges in an attempt to develop a set of space guidelines which are applicable to those segments. The Council and the University formed a committee

for this purpose. Once agreement is reached concerning a proposed set of guidelines for the University of Maryland those guidelines will be forwarded to the Council for action and then forwarded to the Department of State Planning. Subsequently it is planned to proceed with a similar committee to develop a set of guidelines for public four year colleges.

Facilities Inventories and Management

The Council in cooperation with Higher Education Facilities Services, Incorporated, an agent of the United States Office of Education, has collected and performed extensive edits of the inventories of physical facilities at all public and private colleges and universities in Maryland. These inventories are an important element in the promotion of better management systems in colleges and universities. The high rate of inflation of energy as well as of other maintenance and operating costs dictate the need for institutions to be more and more conscious of effective space management. An accurate inventory of space by type and program is considered the first step in this process. On-site audits of six institutions revealed that some institutions need to improve their procedures for maintaining and using their inventories.

6. INFORMATION SYSTEMS RELATED ACTIVITIES

Merger of Higher Education General Information Systems (HEGIS)

This year the Council has provided the institutions of higher education in Maryland with the opportunity to submit student data in computer tape format to fulfill the immense data requests of the United States Department of Health, Education, and Welfare. From these tapes, the Council is compiling the fundamental student data and using it to complete forms required by HEW's Office of Education and Office for Civil Rights. This effort will relieve greatly the institutions' burden of completing a multitude of detailed forms which supply similar information to various federal government agencies. At the same time, this activity should improve data reliability through automation.

Nation Center for Higher Education Management Systems (NCHEMS)

In order to keep informed of current developments in the application of computer technology to higher education, the Council has maintained an agreement with the National Center for Higher Education Management Systems (NCHEMS). In exchange

for reviewing drafts of NCHEMS publications and for supplying sets of actual data for validation purposes, the Council receives copies of all NCHEMS manuals and research reports. Publications reviewed by the Council during the past year included *Higher Education Enrollment Forecasting, Outcomes Measures and Procedures Manual, and IEP Analysis and Use: Single Institution Data* while the publications received from NCHEMS in return are too numerous to list.

In addition to participation in the review of NCHEMS developments, special effort has been devoted to an actual pilot test of an NCHEMS computer similation model, as described in the following section.

State Postsecondary Education Planning Model (SPEPM)

This computer supported planning model is being drafted by the National Center for Higher Education Management Systems (NCHEMS) and is currently being reviewed and tested in Maryland, New York, and Colorado.

The purpose of the model is to use mathematical relationships between quantitative factors, such as expenditures for instruction, student enrollment, faculty salaries, tuition, etc. to examine the implications of alternate funding policies. For example, to achieve within a segment certain goals, such as a particular student/faculty ratio, faculty salary level, and cost per student, it can be used to estimate the tuition, governmental revenues, etc. required to approach these goals for a given projected enrollment and upper bound on federal/state/local resources. As with nearly any research effort, the value of the undertaking will not be known before the study is completed. However, if the SPEPM project obtains its stated objectives, a valuable tool will have been created for use not only in Maryland, but in other States as well.

Information Services

The Council receives continual requests for many types of information relating to postsecondary education in Maryland. While many of the requests, such as those from the State Legislative and Executive Branches, individual campuses, national agencies, or agencies in other states, require detailed, individual responses, other inquiries from the general public tend to be more uniform. Whenever possible, the Council has attempted to answer requests effectively and efficiently. The Council has compiled *Admissions and Financial Aid Information for Maryland's Public and Private Postsecondary Educational Institutions* and *The State Directory*

of Public and Private Institutions and Agencies. Budgetary restrictions did not allow for the printing of a 1974-1975 Higher Education Data Book nor of a 1975 Inventory of Academic Programs in Maryland.

7. 1202 COMMISSION ACTIVITIES

The Council, in its role as the State's designated "1202" agency, received $26,105 in federal funds during FY 1975 for the purpose of facilitating comprehensive planning of postsecondary education in the State. This appropriation was expended to partially support the following two activities.

A contracted study entitled "The Policy Framework for Postsecondary Education in Maryland" was completed for the Council by members of the Center for the Study of Higher Education at the Pennsylvania State University. The objective of this study was to indentify the planning, management and policy setting resources for postsecondary education and to determine the degree of duplication or the extent of areas left uncovered.

In consultation with the staff of the Council and with the Governor's Commission for Higher Education, the Pennsylvania State University researchers studied the relevant existing literature on the subject and conducted on-site interviews of persons actively engaged in either institutional-level operations or state-level responsibilities which affect postsecondary education.

The researchers found that, while "the overall policy position in Maryland . . . is clear as to the purpose of postsecondary education," certain distinct differences of purpose and operation exist among the community college, the State College and the University segments. Another general finding was that,

> "unnecessary delays in policy formation and long-range planning appear to be engendered by the current practices of *serial* review and processing of operating decisions by responsible agencies, one following the other, rather than the use of *simultaneous* review procedures with concomitant consultative discussions among the institutions, organizations and agencies involved . . . in the present era of double digit inflation, the cost of three to six months delay in the award of construction bids is substantial. It is essential that the value of multiple review of capital projections in series be carefully measured against the costs of such review."

With respect to comprehensive planning, the study contained the following three major findings:

(1) Comprehensive planning at institutional levels, for the various sectors of postsecondary education, and at the state level is not yet a well developed, systematic or stable process.

(2) A more responsive process and related mechanism for handling change to accommodate new conditions is needed in the state planning structure . . . policy formulations are traditionally primarily reactive to conditions rather than initiative to anticipate the future.

(3) The Maryland Council for Higher Education in recent years has done much to clarify and advance foundations for comprehensive planning and general policy formulation by establishing more precise parameters such as enrollment projections, descriptions of regional and statewide needs, management information data, and intersector goal relationships.

The remainder of the federal 1202 appropriation was used to partially support the development of the computerized State Postsecondary Education Planning Model, described under a separate heading within this chapter.

8. EXECUTIVE MANAGEMENT PROJECTS

The Executive Master Plan for Public Higher Education in Maryland

In December of 1974, the Council's Master Planning and Policy Committee formed a Staff Advisory Committee comprised of representatives from all the public segments of higher education in Maryland. This advisory committee was assigned the task of reaching agreement on the goals, objectives and roles of the segments and on the enrollment projections for long range planning in higher education.

The documents compiled by the Staff Advisory Committee were then carefully reviewed by the Council's Master Planning Committee and by Council members and assembled into a two volume document consisting of both the Council's own broad master plan as well as individual master plans for the University, the State Colleges, the Community Colleges and St. Mary's College.

In order to aid persons reading the Plan, each segment revised its role statement into a common format containing the following items:

I. History
II. Accessibility
III. Learning Environment
IV. Range of Disciplines
V. Level of Offerings
VI. Research
VII. Continuing Education
VIII. Community and Public Service
IX. Future

In accordance with the Executive planning process, the Council included, in its own general portion of the Plan, four supplemental program proposals outlining current developments and documenting increased budgetary needs in the areas of Federal Relations, Information Systems Capability, Monitoring and Evaluation and in Desegregation Activities. It is hoped that the extensive effort expended in preparing this document, in accordance with Executive guidelines, will result in an improved understanding of the goals and needs of public higher education in the State.

Program Evaluation Report for the Executive Master Planning Process

In compliance with the second phase of the Executive Master Planning Process, the Council reviewed its past activities within the program areas identified earlier in the planning process. Separate reports were prepared for the following areas:

I. Information Services
II. Desegregation Responsibilities
III. 1202 Commission/Master Planning
IV. Facility, Finance, Academic Program Review
V. Special Studies
VI. Monitoring and Evaluation
VII. Federal Relations

In addition to the reports on individual program areas, an introduction was included to highlight the fundamental change and significant increase in Council responsibilities resulting from its designation as the agency to coordinate and monitor the *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State.* In particular, the reports stated, "This large responsibility, when placed upon a very small agency, has created demands which draw upon virtually

all of the Council's program areas and not just the desegregation program. This is caused by the interdependence of the Council's program areas and the extent to which desegregation considerations permeate nearly all decisions affecting public higher education."

These increased demands upon the Council's resources were detailed in the individual program reports.

9. ACADEMIC COMMON MARKET

The Academic Common Market is beginning its third year of operation, and participation by Maryland residents has increased each year. This increase can be attributed to several publicity releases on the national, state and local levels and accentuated activity on the campuses of colleges and universities in Maryland with respect to the counseling of students about graduate opportunities available in the Southern Regional Education Board area. In addition, the Council staff held a meeting with the campus coordinators in the State to discuss ways of effecting greater involvement on the part of Maryland students. One of the most tangible results of that meeting was the fact that a Maryland Council for Higher Education staff member was invited to the various campuses throughout the State during the coming school year when graduating seniors are counseled with respect to the continuation of study in graduate schools.

Maryland residents have made inquiries about such programs as Criminology, Architecture, Forestry, Wood and Paper Science, Hospital and Health Administration. In those instances wherein the program is available in the State, students are not permitted to enroll through the Academic Common Market in out-of-state institutions. Efforts are continuing, however, to select out-of-state programs which are being requested by Maryland residents and programs in which it is anticipated that requests may arise.

Additional programs which will be available to Maryland residents effective January, 1976 are as follows:

Auburn University	— *Graduate Program of Excellence in Forestry;* M.S., Ph.D.
Louisiana State University	— *Cultural Geography-Anthropology;* Ph.D.

Louisiana State University — *Tropical Medicine and Medical Parasitology;* M.S., Ph.D.

University of South Carolina — *Geodynamics of Plate Margins;* M.S., Ph.D.

The programs listed above are to be added to the previously available list of sixteen other programs which are itemized in the 1975-76 Academic Common Market booklet, available upon request from the Council's office.

10. STATE AID TO NONPUBLIC INSTITUTIONS OF HIGHER EDUCATION

Eligibility

In accordance with Section 67 of Article 77A of the Annotated Code of Maryland relating to State aid to nonpublic institutions of higher education, the Maryland Council for Higher Education is designated responsibility for administering the act and determining the number of full-time equivalent students enrolled by nonpublic institutions of higher education that qualify for State aid. In order to qualify for State aid, private institutions of higher education must meet the following requirements: (a) The institution must be a nonprofit private college or university which has been accredited by the State Department of Education; (b) The institution must have been established in this State prior to July 1, 1970; (c) The institution must maintain one or more earned degree programs, culminating in an associate of arts or baccalaureate degree; (d) The institution cannot be one awarding only seminarian or theological degrees; (e) The institution shall submit all new programs and major alterations of programs to the Maryland Council for Higher Education for its review and recommendation regarding their initiation.

Determination of Amount

In accordance with the law, the amount of State aid for each qualified institution is computed by multiplying (1) the number of full-time equivalent students enrolled during the fall semester of the school year immediately preceding the school year for which the appropriation is made by (2) an amount equal to 15 percent of the State's general fund per full-time equivalent student appropriation to the four year public colleges in Maryland the preceding fiscal year. Based upon these computations, suggested allowances for each fiscal year are recommended to the Board of Public Works for approval.

TABLE 5-1

STATE AID TO PRIVATE COLLEGES AND UNIVERSITIES
FISCAL YEAR 1972 TO 1976

Institution	FY 1972	FY 1973	FY 1974	FY 1975	FY 1976	TOTAL
Antioch				39,564	77,356	116,920
Baltimore College of Commerce		54,700	(CLOSED)	—	—	54,700
Bay College of Maryland		6,400	14,600	71,820	221,117	313,937
Capitol Institute of Technology	29,200	32,300	34,000	34,000	44,270	173,770
Goucher College	113,000	125,500	118,320	143,892	260,494	761,206
Hood College	78,000	58,500	65,905	79,254	202,943	484,602
Johns Hopkins University	355,000	390,800	941,300	941,300	1,524,053	4,152,453
Kirkland Hall College	5,800	(See Ocean City College)	—	—	—	5,800
Loyola College	157,000	193,000	317,575	317,575	613,955	1,599,105
Maryland Institute of Art	90,000	104,000	109,005	167,958	256,300	727,263
Mt. St. Agnes College	40,500	(Merged with Loyola Coll.)	—	—	—	40,500
Mt. St. Mary's College	117,500	125,000	158,500	158,500	256,999	816,499
College of Notre Dame	90,000	95,500	83,000	83,000	133,742	485,242
Ocean City College	(Formerly Kirkland Hall Coll.)	5,400	4,000	4,000	(CLOSED)	13,400
Peabody Conservatory of Music	20,000	20,000	32,205	45,108	94,598	211,911
St. John's College	23,500	22,500	35,500	50,022	93,666	225,188
St. Joseph's College	65,000	60,500	55,000	(CLOSED)	—	180,500
University of Baltimore	375,000	347,500	508,070	508,070	*	1,738,640
Villa Julie College	16,000	16,200	16,000	39,312	67,570	155,082
Washington College	60,000	65,500	89,130	108,990	196,186	519,806
Western Maryland College	90,500	129,000	154,785	203,616	373,033	950,934
YEARLY TOTALS	1,726,000	1,852,300	2,736,895	2,995,981	4,416,282	13,727,458
						GRAND TOTAL

SOURCE: MCHE DATA FILES

* University of Baltimore became a public institution in the second half of FY 1975.

Criteria and Procedures

The Council has approved the Criteria and Procedures to administer the aid to private higher education program. The Criteria and Procedures were the result of deliberation and agreement between the Council staff, the State Attorney General's Office and officials representing the Maryland Independent College and University Association. The procedures specify the Council's involvement in administering the program and define sectarian use of State funds and general budgetary procedures to be used by institutions receiving funds in the program.

On October 15, 1975, the Board of Public Works approved the Criteria and Procedures for the program and directed that, in accordance with the law, they be published in the Maryland Register after which they will become part of the documents governing this statute. The "Criteria and Procedures" were published in the October 29, 1975 issue of the "Register".

Awards

Table II-I specifies the awards granted to eligible institutions under this program since it began in Fiscal Year 1972. Expenditures for the program in Fiscal Year 1977 are expected to exceed $5,000,000.

11. ENROLLMENT PROJECTION TASK FORCE

In anticipation of the annual release and consideration of the Council's enrollment projections for higher education, a task force was established to review the projection process and to consider alternative methods of making projections. While the Council's model has been quite accurate in projecting total enrollments over the past few years and is considered to be one of the best statewide models in use in the country, it was felt that even further refinements in the projection process might be suggested by a committee of institutional and segmental representatives.

The Task Force has met to familiarize members with projection techniques and to establish topics for investigation. In order to provide a clear understanding of the Council's model, a manual has been developed documenting the model and explaining some of the theoretical constructs involved in the process. Following the receipt of 1975 Fall enrollment reports and other updated information, task force members will be involved in setting assumptions prior to the compilation of the 1976 Maryland Council for Higher Education enrollment projections.

12. FEDERAL-STATE RELATIONS

During this year the Council established an Office of Federal-State Relations. This office serves as liaison between the postsecondary education community and the federal government. In carrying out the liaison function several responsibilities will be assumed that can contribute to the position of higher education within the federal perspective. The most important of these responsibilities is developing key contacts and linkages in Maryland and at the federal level where there is a coincidence in state needs and national concerns. Another responsibility includes advising the higher education community about federal programs which have an opportunity for successful achievement, as well as suggest the strategies to facilitate funding. As the federal posture changes, the Office of Federal-State Relations will report on shifts in federal activities for the Council which provide a basis for state policies and procedures enhancing the position of Maryland in the federal environment. A final important responsibility of the Office is the development of a long-range plan for program development which would allow Maryland to set postsecondary goals and objectives for effective federal-state relationships, increasing resources and providing for improvement in areas of critical need.

13. ARTICULATION

The Council's Committee on Articulation enlarged its membership by adding three lay members representing the segments of the tripartite structure. The expertise of the lay members chosen strengthens the Council's ability to maintain a viable articulation process. The viability of that process was demonstrated when it received a suggested amendment to the Student Transfer Policies from the staff of the State Board for Community Colleges. The suggested amendment of Section 14 was approved by the Articulation Committee and approved by the Council. The new text of the Student Transfer Policies can be found at the conclusion of this chapter.

Since the adoption of the Student Transfer Policies by the Council in January 1973, not a single dispute over the transfer of credits has been forwarded to the Council as prescribed in Section 13. That is not to say that there have been no controversies with respect to the transfer of credits. The evidence available to the Council staff suggests rather strongly that such matters, for the most part, have been resolved at the institutional levels, or settled by the cooperation of the staffs of the segment boards.

Students tend to experience some difficulties, however, when they pursue some courses in the Community Colleges which are offered in the junior year in the four-year colleges. Because this may happen most often in instances wherein the Community College programs have not been articulated by way of the course-by-course route with the upper division courses in the relevant transfer programs, the University of Maryland, in particular, has devoted substantial effort to the articulation of lower and upper division courses in sequential patterns which, when followed as directed, preclude the development of possibilities of loss of credit. The four-year colleges have not devoted similar energies to course-by-course articulation, since all lower division credits earned in the Associate in Arts programs are acceptable as general education credits. The few instances in which conflicts developed were referred to the staff of the State Colleges for resolution.

STUDENT TRANSFER POLICIES

Preamble

The initial overarching objective of this committee has been to relate in operational ways the undergraduate programs offered in the public sector of higher education in Maryland including the Community Colleges, the State Colleges, and the campuses of the University.

The intended principal benefactor is the student who is best served by current information about programs and protected by firm arrangements among the public segments of higher education in Maryland which permits him to plan a total degree program from the outset. With successful academic performance, he or she can make uninterrupted progress even though transfer is involved. The measure of the plan is maximum transferability of the college level credits. Essentially, the transfer and native students are to be governed by the same academic rules and regulations. It is recognized that the guidance data essential to the implementation of transfer arrangements go well beyond the scope of the present report.

In a complementary way the State's interests are served by having its higher education resources used optimally by reducing the time taken to complete a degree through the avoidance of repeated class experiences.

The institutional interests are protected also by the systematic approach; they are relieved of the uncertainties of unplanned articulation without becoming production line enterprises.

The dynamics of higher education preclude once-and-for-all time curriculums and perpetual grading and retention systems as cases in point. However, within the general structure of this plan there is opportunity for continual updating of the details.

In more specific ways the Committee has proceeded (1) to recommend specific areas of agreement among the public Community Colleges, the State Colleges, and the State University pertaining to facilitating the transfer of students within the segments of public higher education in the State; (2) to provide for a continuous evaluation and review of programs, policies, procedures, and relationships affecting transfer of students; and (3) to recommend such revisions as are needed to promote the academic success and general well-being of the transfer student.

Policies

1. Public four-year colleges and campuses of the University shall require attainment of an overall "C" average by Maryland resident transfer students as defined by the sending institutions as one standard for admission. If the student has two of more institutions, the overall "C" (2.0) will be computed on grades received in courses earned at all institutions attended, unless the student presents an Associate in Arts degree.
   (a) Efforts shall be intensified among the sending institutions to counsel students on the basis of their likelihood of success in various programs and at various institutions based on shared information (See par. 1(b) and par. 9)
   (b) Procedures for reporting the progress of students who transfer within the State shall be regularized as one means of improving the counseling of prospective transfer students. In addition, each public institution of higher education shall establish a position of student transfer coordinator to assist in accomplishing the policies and procedures outlined in this plan.
2. Admission requirements and curriculum prerequisites shall be stated explicitly.
   (a) Course and semester hour requirements which students must meet in order to transfer with upper division standing shall be clearly stated.
   (b) The establishment of articulated programs is required in professional and specialized curricula.
   (c) Students shall be strongly encouraged to complete the requirements for the award of an Associate in Arts Degree or to complete successfully 56 semester hours of credit before transfer.
3. Information about transfer students who are capable of honors work or independent study shall be transmitted to the receiving institution.
4. Transfer students from newly established public colleges which are functioning with the approval of the State Department of Education shall be admitted on the same basis as applicants from regionally accredited colleges.
5. (a) Students from Maryland Community Colleges who have been awarded the Associate in Arts degree or who have

successfully completed 56 semester hours of credit, in either case in college and university-parallel courses (see par. 6), and who attained an overall "C" (2.0) average, shall be eligible for transfer. Normally they will transfer without loss of credits and with junior standing provided they have met the requirements and prerequisites established by the receiving institution within the major. Parenthetically, junior standing does not assure graduation within a two-year period of full-time study by a native student or by a transfer student.

(b) The Associate in Arts degree shall serve as the equivalent of the lower division general education requirements at the receiving institution where the total number of credits required in the general education program in the sending institution is equal to or more than that required in the receiving institution and where the credits are distributed among the arts and sciences disciplines.

(c) The determination or the major program requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the degree.

6. Credit earned at any public institution shall be transferable to any other public institution as long as that credit was designed specifically for a college or university-parallel program, and providing its acceptance is consistent with the policies of the receiving institution governing native students following the same program. Transfer of credits from terminal (career) programs shall be evaluated by the receiving institution on a course by course basis. Credits applied towards a specific major and minor shall be determined by the receiving institution in these cases.

7. Credit earned in or transferred from a community college shall normally be limited to approximately half the baccalaureate degree program requirement and to the first two years of the undergraduate educational experience.

8. Transfer students shall be given the option of satisfying graduation requirements which were in effect at the receiving institution at the time they enrolled as freshmen at the sending institution, subject to conditions or qualifications which apply to native students.

9. Institutions shall notify each other as soon as possible of impending curriculum changes which may affect transferring students. When a change made by one institution necessitates some type of change at another institution, sufficient lead time shall be provided to effect the change with minimum disruption. The exchange of data concerning such academic matters as grading systems, student profiles, grading profiles, etc., is required.

10. Community college students shall be encouraged to choose as early as possible the institution and program into which they expect to transfer.

11. Innovative programs in all institutions are encouraged. Proposed programs which would have system-wide implications or which would affect student transfers to more than one institution must be reported to the Maryland Council for Higher Education.

12. The Maryland Council for Higher Education Articulation Committee shall continue to review and evaluate current articulation policies and shall set additional policies as needed. In addition, the Maryland Council will publish a brochure periodically listing the prerequisites within the major and professional programs of all public four-year colleges and universities in the State.

13. In the event a transfer student believes he or she has not been accorded the consideration presented in this policy statement, he shall have the opportunity to have the situation explained or reconciled.

    Initially, differences of interpretation regarding the award of transfer credit shall be resolved between the student and the institution to which he is transferring. If a difference remains unresolved, the student shall present his evaluation of the situation to the institution from which he is transferring. Representatives from the two institutions shall then have the opportunity to resolve the differences.

    The sending institution has the right to present an unresolved case to the Committee on Articulation by addressing the Maryland Council for Higher Education. The Committee on Articulation shall, through an appointed subcommittee, receive relevant documentation, opinions, and interpretations in written form from the sending and receiving institution and from the student. Subcommittee deliberations will be con-

fined to this written documentation. The full committee shall act on the subcommittee recommendation.

Copies of the committee recommendation shall be forwarded to the institutions involved through the Maryland Council for Higher Education. The Council shall then be advised of the institutional action within a ten-day period.

A complaint on transfer status must be initiated by the student within the first semester of his enrollment in the receiving institution.

14. The State of Maryland should support four-year institutions so that all students in an articulated transfer program who are awarded an Associate-in-Arts degree from a public community college shall be admitted with full junior standing to a public four-year institution, unless either the number of students desiring admission exceeds the number than can be accommodated in a particular professional or specialized program or certain circumstances exist which require a limitation being placed on the size of junior programs. In such instances, admission will be based on criteria developed by the receiving institution to select the best qualified students.

STATE OF MARYLAND
MARYLAND COUNCIL FOR HIGHER EDUCATION

THE STATE POSTSECONDARY EDUCATION COMMISSION
UNDER P.L. 92-318

Harry K. Wells
Chairman

Don R. Kendall
Vice-Chairman

Mrs. Gertrude H. Crist
Secretary

William P. Chaffinch

Mrs. Thelma B. Cox

Dr. R. Lee Hornbake

Edmund C. Mester

Philip Pear

Austin E. Penn

Joseph A. Sellinger, S.J.

Jack Tolbert

Dr. Henry C. Welcome

Ellery B. Woodworth

Dr. Sheldon H. Knorr
Executive Director

1975 COUNCIL PUBLICATIONS

ADMISSIONS AND FINANCIAL AID INFORMATION FOR MARYLAND'S PUBLIC AND PRIVATE POSTSECONDARY EDUCATIONAL INSTITUTIONS, August 1975

CAREER EDUCATION: AN INVENTORY OF PROGRAMS IN THE PROPRIETARY SCHOOL, November 1975

EXECUTIVE MASTER PLAN — FOR PUBLIC HIGHER EDUCATION IN MARYLAND, May 1975

EXECUTIVE MASTER PLAN — PROGRAM EVALUATION REPORT, June 1975

FACULTY ACTIVITY SURVEY, August 1975

FIRST ANNUAL DESEGREGATION STATUS REPORT FOR PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE OF MARYLAND, February 1975

FIRST MIDYEAR DESEGREGATION STATUS REPORT FOR PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE OF MARYLAND, August 1975

LEGAL DOCUMENTS PERTAINING TO POSTSECONDARY EDUCATION, August 1975

MARYLAND COUNCIL FOR HIGHER EDUCATION RESPONSE TO THE ROSENBERG COMMISSION REPORT, November 1975

MARYLAND COUNCIL FOR HIGHER EDUCATION STUDENT TRANSFER POLICIES, September 1975

REPORT OF THE "1202" COMPREHENSIVE PLANNING ACTIVITIES OF THE MARYLAND COUNCIL FOR HIGHER EDUCATION, September 1975

STATE DIRECTORY OF PUBLIC AND PRIVATE POSTSECONDARY EDUCATION INSTITUTIONS AND AGENCIES IN MARYLAND, September 1975

SUMMARY OF HIGHER EDUCATION LEGISLATURE ENACTED BY THE 1975 MARYLAND GENERAL ASSEMBLY, April 1975